DOCUMENT RESUME

ED 032 323 24 TE 499 917

By-Durkin, Mary C.; And Others

Middle and South America--Societies in Transition, Grade Six. The TABA Social Studies Curriculum.

San Francisco State Coll., Calif. TABA Social Studies Curriculum Project.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-5-1314
Pub Date 69
Contract-OEC-6-10-182
Note-217p.; A revision of the sixth grade materials in the Contra Costa County social studies program.
EDRS Price MF-$1.00 HC-$10.95
Descriptors-Area Studies, Cross Cultural Studies, Cultural Background, Cultural Differences, Cultural Interrelationships, Culture Contact, Geographic Regions, *Grade 6, Human Resources, *Latin American Culture, Natural Resources, Personal Values, Political Divisions (Geographic), Social Problems, *Social Studies Units, *Socioeconomic Influences, *Teaching Guides, Technological Advancement
Identifiers-Central America, *South America

The primary emphasis of this teaching guide for a grade 6 social studies course is on the people of the societies which exist in Middle and South America. Five units, each organized around a main idea, are suggested: (1) "Cultures change in varying degrees when they come in contact with another culture." (2) "Though all cultures possess certain unique features, they are also similar in a number of ways." (3) "The human and natural resources and geographic features of an area influence the material prosperity of the people within that area." (4) "Different cultures deal with certain basic problems in a variety of ways." (5) "Changes that occur in one part of a society often produce changes in other parts of the society." Notes to the teacher, learning objectives, learning activities, and evaluation exercises are developed for each unit. Teaching strategies for cognitive skills and for attitudes, values, and feelings are given. Also listed are the objectives of the curriculum of which this course is a part, the 11 key concepts emphasized throughout it, and 19 behavioral objectives to be achieved during the sixth grade. (LH)

ED032323

BR. 5-1314 Grade VI
PA-24
OE-BR

The TABA Social Studies Curriculum Project

Director: Norman E. Wallen
Associate Directors: Mary C. Durkin, Jack R. Fraenkel

THE TABA SOCIAL STUDIES CURRICULUM

Grade Six—MIDDLE AND SOUTH AMERICA—SOCIETIES IN TRANSITION

Written by: **Mary C. Durkin**
Revised by: **Jack R. Fraenkel, Patsy I. Tanabe**
Consultants: James D. Calderwood, University of Southern California
John J. Johnson, Stanford University
Theodore J. Kreps, Stanford University, Emeritus
John H. Porterfield, Diablo Valley College
Evaluation: Anthony H. McNaughton, Enoch I. Sawin, Norman E. Wallen

This Teacher's Guide is a revision of the sixth grade materials in the Contra Costa County social studies program. The revision was made possible by a grant from the United States Department of Health, Education, and Welfare, Office of Education, under Cooperative Research Project OE-6-10-182. Additional assistance was provided by the Joint Council on Economic Education as part of the DEEP Program and by the Northern California Council on Economic Education.

San Francisco State College, 1969

TE 499 917

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ACKNOWLEDGMENTS

The Taba Curriculum Development Project in Social Studies wishes to thank the administrators and teachers of the following school districts and to acknowledge their extensive contributions to the development and tryout of this Teacher's Guide for Social Studies, Grade Six.

Contra Costa County Department of Education, Floyd I. Marchus, Superintendent.

Antioch Unified School District, Antioch, Calif.; Beaverton School District 48, Beaverton, Oregon; Berkeley Unified School District, Berkeley, Calif.; Lafayette School District, Lafayette, Calif.; Los Altos School District, Los Altos, Calif.; Mt. Diablo Unified School District, Concord, Calif.; Oakley Union School District, Oakley, Calif.; Richmond Unified School District, Richmond, Calif.; San Ramon Valley Unified School District, Danville, Calif.; Walnut Creek School District, Walnut Creek, Calif.

Special thanks are extended to those teachers in the Beaverton and Berkeley districts who participated in the tryout of the evaluation procedures.

Teachers who developed or revised this Guide were:

Beryl Bates
Leonard Boone
Neil Christensen
Eileen Gilbert
Sue Kinloch
Lucile McKelvy
Edith Mullins
Frank Oliver
Margaret Rinset
Frank Schwarz
Claudia Whitnah

The following teachers tried out the Guide, adding their judgment and experiences to the final product:

Joe Alden
Mildred Baird
Beryl Bates
Dennis Chan
Diane Draheim
Catherine Erwin
Max Greeff
William Hill
Everett Lowrey
Phyliss McDonald
Mary McQueen
Melba Meehan
Shirley Miller
Ralph Muscatell
Lee Odom
Marian Owens
Elizabeth Shearer
Marguerite Shuman
Dean Silva
Verita Starnes
May Summers
John Thompson
Kaye Thorne
Nobuo Bob Watanabe
Gale Weaner
Claudia Whitnah
Evelyn Wolfe
Louise Yahnian
Stewart Yee

The project is particularly grateful to the following consultants who gave of their knowledge generously and enthusiastically, making a significant contribution to this particular revision of the Guide:

James D. Calderwood, School of Business Administration, University of Southern California, consultant on economics; John J. Johnson, Department of History, Stanford University, consultant on history; Theodore J. Kreps, Stanford University, Emeritus, consultant on economics; and John H. Porterfield, Social Science Department, Diablo Valley College, consultant on geography.

Appreciation is expressed for the financial support provided by the United States Office of Education. Financial assistance was also provided by the Joint Council on Economic Education, DEEP Program, and by the Northern California Council on Economic Education.

Appreciation is also expressed to San Francisco State College for space and services provided; to Virginia Palmer for her significant contributions in editing the Guide, and to Lucy Forest, Head Secretary, and her staff, Vicki Lindberg, Pauline Napier, and

Jean Colbert for their unstinting efforts in producing the Guide.

Finally, we wish to express our deepest appreciation to the late Hilda Taba, whose tireless efforts over a fifteen-year period are primarily responsible for this guide and whose leadership provided inspiration to us all.

Norman E. Wallen, Project Director
Mary C. Durkin, Associate Director
Jack R. Fraenkel, Associate Director
Anthony H. McNaughton
Enoch I. Sawin

KEY CONCEPTS IN THIS CURRICULUM

This Teacher's Guide for Grade Six is part of a curriculum developed for teaching social studies in the first through eighth grades. Basic to this curriculum are certain key concepts which represent highly abstract generalizations selected from the social sciences for their power to organize and synthesize large numbers of relationships, specific facts, and ideas.

These key concepts are treated again and again throughout the eight grades. Thus, as the student's own experience broadens and his intellectual capacities develop, the curriculum provides him with repeated opportunities in a variety of contexts to develop an increasingly sophisticated understanding of these concepts.

CAUSALITY

Events often can be made meaningful through studying their antecedents. Hence, to some extent, future events can be predicted.

Events rarely have a single cause, but rather result from a number of antecedents impinging on one another in a given segment of time and space.

CONFLICT

Interaction among individuals or groups frequently results in hostile encounters or struggles.

Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

There are culturally approved and disapproved means for resolving all varieties of conflicts.

Irrational conflict is reduced by recognition of the inevitability of differences and of the difficulty of determining their relative value.

In most situations, some form of compromise is necessary because of the serious consequences of sustained conflict.

COOPERATION

The solution of important human problems requires human beings to engage in joint effort.

The more complex the society is, the more cooperation is required.

Cooperation often requires compromise and postponement of immediate satisfactions.

CULTURAL CHANGE

Cultures never remain static, although the context of the change (economic, political, social, and technological), the speed of the change, and the importance of the change, vary greatly.

Cultural change is accelerated by such factors as increased knowledge, mobility, and communication, operating both within and between cultures.

DIFFERENCES

The physical, social, and biological worlds (including human beings and their institutions) show extreme variation.

Survival of any species depends on these differences.

Conflicts and inequities often result from assigning value to particular categories of differences, such as white skin or high intelligence.

INTERDEPENDENCE

All persons and groups of persons depend upon other persons and groups for satisfaction of needs.

Behavior of each person and group affects other persons and groups in important ways. These effects on others are often indirect and not apparent.

MODIFICATION

As man interacts with his physical and social environment, both he and the environment are changed.

Man has often exploited his physical environment to his own detriment.

POWER

Individuals and groups vary as to the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.

As a strong motivating factor in individual and group action, the desire for power often leads to conflict.

SOCIETAL CONTROL

All societies influence and attempt to mold the conduct or behaviors of their members. The techniques used include percept, example, and systems of reward and punishment; the specifics of those techniques vary greatly from one society to another.

Marked differences in child-rearing practices often exist among societies.

All societies have some way of punishing adults who do not conform to established ways. The means of punishment include ridicule, shaming, and ostracism, as well as physical punishment and execution.

Written laws are an attempt to clarify the rules by which society operates and to promote an impartial treatment of its members.

Everyone belongs to many groups with overlapping membership, different purposes, and often conflicting demands on members in terms of duties, responsibilities and rights; each, by exerting social controls, shapes the personality structure and behavior of its members.

TRADITION

Societies and the groups and individuals within them tend to retain many traditional values, attitudes, and ways of living and dealing with current problems, whether or not that behavior is appropriate.

Certain institutions in societies, such as the family, religion, and education, tend to change less rapidly than do other elements of societies.

VALUES

Those objects, behaviors, ideas, or institutions which a society or an individual considers important and desires constitute values.

Whether or not a person holds a value can be inferred by others only on the basis of an extensive sample of his behavior.

Societies and individuals often differ significantly in the values they hold.

Values develop through both non-rational and rational processes.

The survival of a society is dependent upon agreement on some core of values by a majority of its members.

The greater the variety of values within a society, the greater the likelihood of disagreement and conflict; in some societies such conflict is accepted as necessary to the realization of core values.

INTRODUCTORY STATEMENT ON BEHAVIORAL OBJECTIVES AND EVALUATION

BEHAVIORAL OBJECTIVES

The statements of objectives in this curriculum reflect the growing emphasis on expressing objectives in behavioral terms. However, too much insistence on stating objectives strictly in terms of observable and highly specific behaviors may distort the intent of the educator and/or yield lists that are too long to be used effectively.

An attempt was made therefore to reconcile the two points of view so as to have the best of both worlds. Each objective is stated first in terms of observable behavior. Where necessary for full communication of the intent, illustrations of the kinds of specific behaviors desired are included. This procedure was chosen rather than listing all of the possible specific behaviors implied by an objective which would,of course, be almost endless. Following each description of behavior is a summary of the rationale for the objective - why it is important, how it is related to other outcomes, and how it can be conceptualized in terms of certain psychological constructs such as *comprehension, comparison, analysis, attitude, feelings, sensitivity,* or *empathy*. The parallel expression of objectives in terms of both behavior and rationale seemed desirable because it is difficult to express certain objectives in terms of specific behaviors only and others appeared incomplete when expressed in terms of constructs without the behavioral component.

At the beginning of the Teacher's Guide a master list of objectives is provided for the entire year's program. At the beginning of each unit abbreviated references to the master list are included to help the teacher identify objectives to be emphasized in teaching that particular unit. It should be emphasized that this list does not exhaust the possible list of objectives for the curriculum. Rather it indicates those considered of primary importance.

The objectives do not contain precise indications of the level of proficiency expected since this will depend in part on the initial level of proficiency or "entering behavior." Thus, the objectives, as stated, are much the same throughout the eight grades, though one would expect increasing levels of "proficiency" if students have studied the curriculum throughout several grades. If, however, the curriculum were introduced for the first time at all grade levels, one would not expect as much difference between, say, first and fourth graders. The evaluation exercises provide some guidelines as to "typical" responses of pupils, but in the last analysis, each teacher must set his own expectations.

EVALUATION

Evaluation exercises have been included at various points in this Guide to help teachers and pupils plan appropriate learning experiences and judge the effectiveness with which objectives are being met. The prime function of the proposed evaluation procedures is to help children learn better.

The exercises are designed to supplement and refine the impressionistic judgments that teachers customarily make about changes in their pupils' behavior in the broad fields of knowledge, thinking skills, and attitudes.

Both the content and the form of each exercise vary according to the exercise's location in a unit, but there are common principles underlying the role of each exercise throughout this guide. These are as follows:

- Evaluation is a <u>continuing</u> process which should provide information about both the kind and the quality of children's responses over a wide range of social studies situations. It is important that data of this kind be used to improve teachers' perceptions of such things as the nature and range of children's attitudes toward other people and themselves, the depth of their understanding of important ideas, and their facility with important thinking skills. Information obtained through evaluation of this kind should be used to improve the instructional program.

- Evaluation efforts should be sharply focused. Very few teachers can simultaneously make and record observations related to several different objectives. Neither can a single evaluation device be expected to yield useful measurements for a large number of different kinds of objectives. It is therefore important that careful, pointed choices be made about what is to be evaluated, and that there be a good match between the objectives and the measuring device as well as between what is recommended and what is practical for most teachers.

- The intention is to provide teachers with evaluation exercises that can be adapted to particular circumstances rather than to prescribe an inflexible program for them. The placing, form, and frequency of the evaluation exercises in this Guide may therefore be varied by teachers but only after careful consideration of such factors as the needs of their class and their interpretation of the objectives of a particular unit.

- The wider the range of the items that are evaluated, the greater is the possibility that important aspects of knowledge, thinking skills, and attitudes will be measured and improved upon, provided that there is an equally wide variety of suitable evaluation devices and techniques.

Some of the exercises will be fully detailed, while others will be in the form of brief statements about the form and purpose of the exercise and the place in the Guide where there is an appropriate model to refer to. In general, the more detailed descriptions appear in the first Unit. The objective(s) to which the exercise applies are indicated. It will be noted that there are objectives for which no evaluation exercise is provided. This is due to limitations of space and staff time. Each evaluation exercise relates to one or more objectives. In a few cases, the relationship may not be immediately obvious, i.e., where the exercise deals with a particular aspect of a broader objective.

Unless there is systematically collected evidence on what is being learned and the kinds of improvements being made over previous learning, teachers have to be satisfied with their impressions. These exercises are planned to provide such evidence and thereby lay a sounder basis for accelerated development of appropriate knowledge, thinking skills, and attitudes.

At the same time, teachers need to keep in mind that each of these exercises leaves much to be desired from the technical measurement standpoint. For example, any single exercise is limited to a particular sample of content and provides a small sample of each pupil's responses. Thus, a particular exercise must be viewed as providing additional, useful information--not as a precise tool to be used in making firm

judgments about individual pupils or the class as a whole.

When evaluation data have been recorded over a period of time, it becomes possible to:

- Assess the status of individual students in a class in relation to a particular criterion at a particular time;
- Assess changes in the style and quality of the students' responses to similar exercises given at different points in time;
- Assess changes in the style and quality of total class responses to similar exercises given at different points in time;
- Assess the relative status of both the individuals in a class and the whole class to other individuals and other classes.

Systematic recording of data in these ways is necessary, if the instructional program is to be improved in relation to objectives.

OBJECTIVES FOR THE YEAR

At the end of Grade Six, the students should show the following behaviors:

1. Given access to appropriate materials on the peoples of Middle and South America, or other content, the student lists a number of items on the people or on their environment; then groups the items and assigns logically defensible and conceptually powerful (that is, abstract) labels; and when requested, re-forms and re-labels the items in equally defensible ways. Examples of the kinds of items the student will list, group, and label are needs, activities, changes, occupations, types of family structure, and types of goods exported.

   Rationale: Acquiring ability to list, group, and label (concept development) is an important intermediate step in acquisition of other thinking skills and is considered a powerful intellectual skill in its own right because the curriculum is intended to facilitate ability to develop more abstract concepts. Ability to re-group is regarded as an important component of intellectual flexibility.

2. Given two or more different samples of information, the student correctly states differences and similarities. Examples of things compared are: facts about behaviors of two different explorers; characteristics of Spanish, Aztec and Yoruban cultures; descriptions of haciendas and of small towns; types of training required for various jobs; and the ways of living of various kinds of workers.

   Rationale: Ability to make such comparisons is an important component of the thinking skills to be developed through this curriculum. It is also essential to development of higher level thinking skills such as the ability to form generalizations, state hypotheses, and make explanations of causes of human behavior.

3. Given two or more lists of information, the student indicates correctly which items in the first list are associated with the various items in the second list. The lists may be related to such matters as occupational groupings and work activities of men; social changes and changes in education; and social conditions and likely consequences of these conditions.

   Rationale: The ability to determine such relationships is a prerequisite for developing other thinking skills such as formation of generalizations, statement of hypotheses, development of explanations, and evaluation of evidence. It is necessary in any study of social phenomena that involves mental processes above the level of recall of information.

4. Given a detailed set of facts, the student states valid generalizations that he had not been given previously, and when asked, provides the sources and limitations of the generalizations. Examples of facts and acceptable generalizations based on them that students might state are as follows:

KINDS OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
Religious practices of Aztecs before and after the arrival of the Spaniards	The Aztecs adopted many of the religious practices of the Spaniards, but kept some of their own.
Maps showing population density and land use of regions of Middle and South America	There are a great many more people per square mile in regions where there are many factory

KINDS OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
	workers than in regions where most of the workers are farmers or ranchers.
Amount of education received by people in the various countries of Middle and South America	Illiteracy is a problem in many countries in Middle and South America

Rationale: Ability to form generalizations is one of the skills that is emphasized in this curriculum and is important in relation to other thinking skills such as the formation of hypotheses. Making generalizations is also an important aspect of the development of attitudes.

5. Having had the opportunity to develop or acquire a generalization and give a situation, problem, or question to which the generalization applies, the student makes a statement or takes other action that, in the judgment of the teacher, represents defensible use of the generalization in analyzing or coping with the situation, in solving the problem, or in answering the question. For example, given exposure to the generalization that increased technological development brings about a requirement for changes in education, and the fact that a large tractor factory is being built in a city in Brazil, the student will make a statement such as, "They probably will have to set up special schools to train some of the kinds of factory workers that will be needed." Another example: given the generalization that mechanization of farming results in less demand for farm labor, and the fact that the government of a country in Middle and South America is helping many farmers buy tractors and other farming equipment, the student will make a statement such as, "That is likely to result in many farm families moving to the city in that country."

Rationale: Generalizations are of little use unless the student is able to apply them in his reasoning processes. Application of generalizations is also related to other thinking skills taught in this curriculum, such as the ability to make predictions, state hypotheses, test hypotheses, and make explanations.

6. Given an assertion or some information expressed in very general terms and an assigned task of ascertaining the essential features, characteristics, or issues involved, the student states questions, the answers to which, in the judgment of the teacher, get at essential matters directly and provide a sound basis for analysis of the assertion or information. For example, if told that Mexico is a democracy, the student will ask such questions as: "What kind of a democracy?" "Are all of the people allowed to vote?" "Do the elected officials work hard for the things the people want and need?"

Rationale: Skill in asking penetrating, pertinent questions is of great value in the study of social phenomena because through application of this skill the student quickly obtains the information needed, and only that needed, for study of the phenomena. It is also an important component of other thinking skills, such as defining the problem of an inquiry, making predictions, and testing hypotheses.

7. Given a set of events (one of which is identified as the event to be explained) occurring in a social setting, the student gives a plausible and logically sound explanation of the chains of cause-and-effect relationships that resulted in the occurrence of the event. Examples of some things to be explained and some explanations by students that would be acceptable are as follows:

THINGS TO BE EXPLAINED	EXAMPLES OF EXPLANATIONS
A poor farmer in Peru moved to a city and learned about a job in a filling station but found it difficult to learn what was needed for the job.	If he was a poor farmer, it is unlikely that he ever owned cars or had much to do with them, so he probably didn't know much about how to fix tires, change oil, lubricate, and things like that. There probably wouldn't be a school he could go to learn those things because they cost money and there might not be enough demand. Even if he did find a place where he could learn the skills, he probably would find it difficult to learn them because of not having had much of a chance to work with mechanical things before.
Why the Spanish came to the new world.	Maybe some wanted adventure and gold. Others saw it as an opportunity to do missionary work. It also provided a means of expanding the Spanish empire by colonization. But whatever their reasons, the people who went to the new world did it because they thought life would be better if they went there.
Why certain similarities can be observed in the songs and dances of peoples in Middle and South America who live in regions separated by great distances.	A part of the explanation is that many years ago people from Europe and Africa with very similar backgrounds settled in various widely separated regions of Middle and South America. Many parts of their culture, including songs and dances, were adopted and perhaps modified by the natives and passed on from generation to generation in the places where the Europeans and Africans settled. This has continued up to the present time, so in

THINGS TO BE EXPLAINED	EXAMPLES OF EXPLANATIONS
	some cases similar parts of the songs and dances probably originated in the same part of Europe.
A successful businessman in Brazil is opposed to changes in the direction of certain social reforms, especially those which would permit more Indian farmers to own their own land.	His business is good now, and he's afraid it might change if more farmers owned their land. He thinks the supply of cheap labor he needs might be less and his business might suffer. He might also have feelings of wanting things to stay the same because people usually like to have things stay the way they are used to.

Rationale: Ability to explain cause-and-effect relationships is one of the sub-categories of the general objective of thinking skills. This ability also has important uses in making predictions and forming hypotheses. It is assumed that the student has previously acquired the generalizations needed in making the explanation and that he has not previously studied the explanation he gives.

8. Given relevant facts about a society or a personal situation, the student states logically sound but informally worded, hypotheses (that he had not been previously given) about that society or situation today, in the past, or in the future. Ability to state hypotheses includes, but is not limited to, ability to predict future events on the basis of present conditions. Examples of given facts and of hypotheses that students might state are:

KINDS OF FACTS GIVEN	EXAMPLES OF HYPOTHESES
Men lived in other parts of the world long before they did in North and South America. Oceans and glaciers have not always covered the same parts of the earth's surface. (Students also observe a relief map of the ocean floor.)	It looks as if the very first men to come to the Americas could have come from Asia across what is now the Bering Strait.
A man from Mexico City with low income has moved to another large city in South America and is deciding on where to live.	He probably will decide to live in an area where the language and customs are similar to his and where most of the neighbors have about the same amount of income as he will be getting.
A child lives in an isolated village in Mexico where the language is different from that spoken in most of Mexico.	The child probably would feel that he belonged in the village but most likely would not think of himself as a Mexican.
Warm, moist air blows across many miles of lowlands, then comes to a range of very high mountains. The temperature in the lowlands is above 95° F.	The warm, moist air will be forced to rise until it reaches a height where it is cold enough to cause it to condense.

Rationale: Ability to form hypotheses is part of the general objective of thinking skills and, of course, is essential for anyone who hopes to deal constructively with problems in social studies. One of the most important functions of hypotheses is to provide "focus" for thought processes. That is, they make it possible to narrow down the range of concerns so as to increase the likelihood of successfully coping with the problem being considered. One's thinking is likely to be unproductive if the problem is conceived too broadly or if an attempt is made to analyze too many kinds of facts in too many ways all at the same time.

9. Given a discussion setting or other situation in which students can express their ideas without censure or ridicule, the student makes statements that describe what the teacher judges to be the probable feelings or other thoughts of people studied in the various units of the Sixth Grade program. Statements indicative of the desired attitudes are:

"It must have been very frightening for a native when he first heard a gun go off and saw what it could do."

"Some of the Aztecs must have felt very confused as they gave up parts of their own religion but maybe didn't fully understand the new one."

"I'll bet the explorers often felt really scared - like when they first saw the natives and did not know how powerful they were or what they would do."

"If a farm family moved to a large Latin American city, I think the children might have felt like they weren't important any more, because on the farm both children and grownups help with the work while in the city the children can't help the father at his job."

"Some of the Aztec customs seem strange to us, but the Aztecs probably would have felt that our ways were peculiar."

Rationale: These kinds of behaviors represent an attitude of empathy. Such an attitude is important because it is part of the decentering process - that is, it is a step in the direction of overcoming the self-centeredness, which, according to Piaget and others, characterizes much of the behavior of the young child. Unless the child has empathy for the thoughts and feelings of others, he will have difficulty understanding and applying generalizations pertaining to cooperation and to resolution of conflicts among individuals and groups.

10. Given detailed information on activities and patterns of living in any of the societies studied in the Sixth Grade program, the student makes what the teacher judges to be accurate descriptions (that he has not been previously given) of the probable aspirations of individuals or groups in the society. An example of such a description that a student might give is: "I think that more than anything else an Indian boy who lived on the Amazon would want to become one of the best fishermen and canoe builders in the whole village."

Rationale: Understanding the aspirations of people in a society is fundamental to understanding the nature of the society and to analysis of its

problems. It also represents another instance of ability to perceive the thoughts and feelings of others as required in the process of decentering. It is further, an important kind of hypothesizing.

11. Given a situation in which he is encouraged to express his own thoughts, the student responds to statements of other students and the teacher in ways that the teacher judges to be fair toward the people involved and that show recognition and acceptance of merits of different ways of life and points of view. He challenges derogatory or belittling statements about people of different cultures or about people who exhibit unusual behavior. Examples of desired statements are:

"The Aztecs figured out some very clever ways to live in a place like that."

"They sure have a talent for art."

"They are very different from us, but that does not mean we're right and they're wrong."

Examples of statements the students will challenge are:

"They must be ignorant or they wouldn't live in such a place."

"Somebody ought to teach them some customs that make more sense."

"They're savages and they should not be allowed to do things like that."

"I think George did it just because he is mean."

Rationale: The outcome sought here is sensitivity to, and acceptance of, cultural and personal differences that can perhaps best be conceptualized as the opposite of ethnocentrism. It is one of the major attitudinal goals of this curriculum.

12. Given a situation that encourages free expression, the student makes statements that describe his own values. Some illustrative statements follow:

"I think that if he is going to play he ought to play by the rules. To me, rules are important. Games aren't any fun unless you follow them."

"I guess I think cleanliness is important because it is one of my values."

"I believe it is wrong for anyone to look down on people, no matter how successful or famous he is."

"I don't mean that I agree with what he said. All I am saying is that I always stand for a person's right to say what he thinks."

Rationale: Ability to conceptualize one's own values is essential in order to identify inconsistencies in one's value system or to analyze relationships of one's own values to those of other people.

13. Given information on the values of people in two or more cultures other than his own, the student describes differences and similarities in the values within and among the cultures and their relationships to his own values. For example, a student might say "Personally, I think neatness is important, but not all people in this country think so. The same goes for other countries. In the same country, some people are probably a lot neater than I am, but others don't care about it at all."

Rationale: Ability to relate one's own values to those of others is crucially important in any inquiry directed at clarification or resolution of value conflicts. This objective is an important corollary of objective 2 above on making comparisons.

14. When discussing various countries of the world, the student makes assertions about or asks questions pertaining to people and how they live more often than about impersonal matters like the size, physical features, population, exports, or location of the countries.

Rationale: This objective reflects the fact that this curriculum is strongly "people oriented." Physical features and other material characteristics of countries are treated but are considered important only to the extent that they affect the lives of people.

15. Given discussion situations in which there is apparently rather general agreement on a particular line of reasoning, the student will occasionally make comments that represent significant departures from the trend and that are judged by the teacher to have some likelihood of leading to useful relationships or conclusions. For example: "Even if it seems fair to give land to all the Indians I don't think they should because today you need lots of machinery and lots of land to make any money in farming."

Rationale: The thinking skills stressed throughout the curriculum have a large component of autonomous thinking. Correctness of reasoning from given premises and conditions is necessary but usually not sufficient; independence and originality of thought are considered indispensable in the study of social problems.

16. Given a context in which generalizations or explanations have been stated, the student occasionally suggests that additional evidence or a different line of reasoning might lead to changes in one or more of the generalizations or explanations and/or gives evidence that he recognizes the tentativeness of generalizations. Words indicative of tentativeness such as "often," "could be," "maybe," "sometimes," etc., are used in suggesting or applying generalizations and in making explanations.

Rationale: Tentativeness is an important characteristic of scientific reasoning in social studies or any other field of inquiry. Students should be helped to remain open to consideration of new data and fresh approaches.

17. The student indicates comprehension of the meaning of the Organizing Ideas and Contributing Ideas and concepts therein for the units, I through V, by such behaviors as giving illustrations, expaining meanings, and other actions involving uses. In making the explanations and descriptions, the student correctly uses factual information about one or more of the peoples of Middle and South America and the environments in which they live. In addition, the student indicates comprehension of other ideas not encompassed in the Organizing Ideas or Contributing Ideas but related to the Key Concepts listed in the introductory material. For example, one key concept is interdependence, and illustrative student statements that indicate comprehension of the concept are:

"A man who owns a large ranch could not run it alone even if he wanted to. He has to depend on a number of people for different kinds of help and he needs services such as transportation and processing plants.

"People in an industrial country like ours are extremely dependent on others--even on things needed for survival."

"The more specialization there is in the jobs in a society the more the people have to rely on what other people produce."

Another key concept is power. Statements by students suggesting comprehension of it are as follows:

"Any government must have power. Otherwise they would have no way to regulate what people do."

"The natural resources and the skills of the people in a country have a lot to do with how much influence the country has with other nations. What I mean is that they are what makes a country powerful."

"If somebody has control over people he has power over them. He can force them to do what he wants."

Rationale: One of the general objectives of this curriculum is acquisition of a broad base of knowledge of social studies content. The generalizations around which the units are built are considered to represent powerful ideas having a general acceptance in the various disciplines dealing with social studies. This knowledge is considered important so that students can understand the world and themselves more adequately. It is used in this curriculum in developing thinking skills and attitudes referred to in other objectives.

18. Given a picture, filmstrip, or motion picture on the people and environments studied in the Sixth Grade program, the student makes correct statements representing all of the detailed and important information that can be obtained from it that pertains to the society or societies currently being studied.

Rationale: This ability to obtain information from representational materials is a very useful skill for learning about man's activities and environment. It also represents a step toward development of more generalized observational skills including direct observation of objects in the environment and activities of members of a society.

19. Given a globe and maps of the regions inhabited by the various peoples studied in the Sixth Grade program, together with instructions to locate places where the peoples live and to determine directions and approximate distances from one point to another, the student performs the tasks as instructed, with errors rarely occurring. The student is also able to obtain information from special maps such as contour maps, population density maps, and land use maps as needed in the study of the peoples of Middle and South America.

Rationale: This is one of the abilities included in the chief contributory objective - that of Skills. Because social studies content deals with features and comparisons of societies in many parts of the world, it is useful for students to be able to make effective use of maps and globes.

THE YEAR'S PROGRAM

Unit I - MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Unit II - MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Unit III - MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

UNIT IV - MAIN IDEA: DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS.

Organizing Idea: Countries in Middle and South America have used a variety of methods in dealing with their problems.

UNIT V - MAIN IDEA: CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY.

Organizing Idea: Technological changes in Middle and South America have brought about many changes in other aspects of the society.

RATIONALE FOR SELECTION OF CONTENT SAMPLES

A number of factors must be considered in selecting content samples for study. In addition to the Key Concepts and Main Ideas, the curriculum writer must consider the approximate developmental level of the student, what experiences the student can be presumed to have had, the general social climate, and the availability of materials that lend themselves to inductive processes rather than the presentation of predetermined conclusions. The values which are inherent in the objectives of the curriculum also influence selection of content samples.

The primary emphasis of this curriculum is on people. The first unit in the sixth grade, therefore, samples those cultures that contributed to the societies which now exist in Middle and South America. The Aztecs illustrate one example of a highly developed culture native to the Americas. The Spanish and the Portugese, (European) and the Yorubas, (African), serve as examples of cultures brought into the Americas.

The second unit concentrates on the variety of ways in which these different cultures mingled and what effects such variety has had on the lives of the people in this area. Other units deal with the effect of climatic conditions on the lives of the people and how natural resources can affect a people's standard of living.

Because the countries comprising Middle and South America are so varied, ample opportunities are afforded for the students to compare and contrast simialr dimensions, to build and apply generalizations, and to form and check hypotheses against actual occurrences.

When referring to ethnic groups, those terms which ethnic groups in the local area have elected to call themselves are used. Usage differs from one part of the country to another, however, and teachers should be alert, therefore, to use the term preferred by local members of the ethnic group to which reference is made.

TEACHING STRATEGIES FOR COGNITIVE SKILLS

Recent studies have suggested that thinking is learned and is learned developmentally; it is a continuous development of an increasingly complex mental organization (including data processing skills) with which to view the world and to solve problems. Cognitive skills are seen as products of a dynamic interaction between the individual and the stimulation he receives rather than as a result of passive absorption of information.

The quantity and quality of the concepts and ideas an individual can use seem to depend on the quantity and quality of stimulation he has had, plus the amount of effort he has put into active thinking. In other words, the effectiveness with which an individual thinks depends largely on the kind of "thinking experiences" he has had. Unguided, these experiences may or may not result in productive models of thought. The task of instruction is to provide systematic training in thinking and to help students acquire cognitive skills that are necessary for thinking autonomously and productively.

It is reasonable to assume that all students could achieve higher levels of cognitive operation than is possible under current teaching methods, provided that: there is an adequate analysis of the learning processes involved in mastering certain important cognitive tasks; and that efforts are made to develop teaching strategies that take into consideration such factors as sequence rotation of learning activities, and the active involvement of students.

The teaching and learning of cognitive skills are important aspects of the learning sequences in this curriculum. Each unit offers sequentially developed learning activities to aid students in the development of cognitive skills. These, in turn, require the use of certain teaching strategies. The teaching strategies described here are for three cognitive tasks that represent clusters of cognitive skills. It is important to note that each of these tasks is considered separately to simplify the task of the teacher and the curriculum developer in designing and implementing learning activities. The effective thinker, of course, uses these (and undoubtedly other) cognitive skills as interacting elements of an ongoing process.

DEVELOPING CONCEPTS

The elements involved in the cognitive task, Developing Concepts, are shown in Chart I. As illustrated by the chart, the teaching strategy consists of sequentially ordered questions to provide a focus for students' responses.

Concepts are formed as students respond to questions that require them: (1) to enumerate items; (2) to find a basis for grouping items that are similar in some respect; (3) to identify the common characteristics of items in a group; (4) to label the groups; and (5) to subsume items that they have enumerated under those labels. As part of this process they must differentiate the various items from one another and decide, on the basis of groupings, what the labels are to be.

In all cases it is important that the students perform the operations for themselves, see the relationships between items, recognize the basis on which to group items, and devise the categories. The teacher should not do any of these things for them.

It is also important for the students to discover that any item has many different characteristics and, therefore, can be grouped in many different ways. Each one of the multiple qualities can be used as a basis

for grouping. In the course of grouping items, the students' suggestions and questions reveal how sharply relationships are perceived. For example, a sixth grader's statement, "foods could be placed under 'production' or under 'standard of living,' depending on how you think about it," reveals his awareness of multiple grouping. It raises the possibility of including the same item in several groups and under several labels. If food is considered in terms of raising and processing, it can be placed under the category of production. If considered in terms of abundance or variation in diet, food can be categorized under standard of living.

INFERRING AND GENERALIZING

The elements involved in the cognitive task, Inferring and Generalizing, are shown in Chart II.

This task involves three main steps:

1) Looking at data. This often involves looking at contrasting content samples with the same questions in mind. For example, What are the educational patterns in Brazil, Mexico, and Bolivia?

2) Explaining what is seen, such as giving reasons for the different literacy levels in two countries.

3) Arriving at generalizations by inferring what the common features and differences are (e.g. in the case of the above example, regarding the educational patterns).

This task becomes increasingly complex as the scope of the discussion is increased. Thus, students must first explain and make inferences about data for each content sample, (e.g. about the literacy level in Brazil), then generalize more broadly (e.g. how literacy seems to relate to economic development), and finally, make new generalizations by comparing and contrasting the generalizations about each country. Only then can the students develop over-arching generalizations (generalizations of generalizations) regarding such issues as education in Latin America.

It is important that teachers help pupils recognize the tentativeness and probabilistic nature of all generalizations. This may be done by asking at appropriate points such questions as: "Can you tell that from the data we have?" or, "Can you think of a situation where this would not apply?"

APPLYING GENERALIZATIONS

The cognitive task, Applying Generalizations, consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. The task encourages students to support their speculations with evidence and sound reasoning. The elements involved in the task are shown in Chart III.

Usually, a task of this type occurs at the end of a sequence or a sub-unit at a point when students have already developed the facts and the generalizations they need for application to the questions required by this task. For example, if third graders know the importance of the camel to the way of life of the desert nomad, they can infer what might happen if there were no market for the nomad's camels. Or, if sixth graders understand the implications of a one-commodity economy, they can predict what might happen if such a commodity became unmarketable.

In essence, the students need to use what they already know, but expressed in a conditional form (if so-and-so, then so-and-so) in order to predict the consequences that might occur and under what conditions. The elements of this task and the question strategy for implementing the task are described.

The first step is for students to make inferences and is usually in response to a question, such as, "What would happen to the way of life in the desert if the government helped all the farmers of the oasis buy tractors, and they stopped using camels to pull their plows?"

The second step is that of explaining or supporting the inferences by determining the causal links between the condition (e.g. loss of the market for camels) and the inference. For example, if a third-grade student makes the following inference: "If they can't sell their camels, they'll build towns," the teacher needs to help him make explicit the chain of causal links that leads from the loss of the camel market to the building of towns. The student, citing such facts as "most camels are sold for farm work," may reason that the nomads' inability to sell their camels to farmers will lead to seeking other ways to make a living; that in such an environment the alternatives require settling down (e.g. "there's not much else he can do and still move around") and consequently, growth of towns is likely.

The third step is that of identifying conditions that would be necessary to make the inference plausible: establishing whether the market is the only condition required to make herding camels profitable; whether a market is always necessary to a herding economy; and whether what happens when the price of food for cattle rises will also happen to other herds (such as camels). The student must determine the limits of the prediction and what the sufficient causes for the occurrence of the prediction are.

The fourth step is primarily an extension of the preceding steps, the difference being that the entire process builds upon one of the preceding inferences, for example: "If people settle down, they will want schools, policemen, and hospitals." Eventually the students may get to statements such as "They'll have to change their laws."

This process of inferring consequences through applying known facts and generalizations invites a greater degree of divergence than does either of the previously described cognitive tasks. This task, therefore, offers greater opportunities for creative use of knowledge. There is the possibility of generating a variety of cause-effect chains.

Unless the teacher is aware of the multiple possibilities, it is easy for him to limit the discussion to the most obvious suggestions. The danger of blocking out creative possibilities often arises when the line taken by students directs the discussion into areas of content unfamiliar to the teacher. This would suppress any incipient creative ideas. On the other hand, the divergence can be carried to the point of sheer fantasy completely unconstrained by facts and realities - which, in other words, amounts to imaginative storytelling. It is therefore equally important for teachers to see to it that the students are challenged to produce factual and logical support for their inferences in order to discriminate between tenable and untenable hypotheses.

It is also important for the teacher to be alert to the potential of certain examples, such as, the third grader's prediction that if the nomads stopped moving they might have different laws.

CHART I

DEVELOPING CONCEPTS

Listing, Grouping, and Labeling

This task requires students to group a number of items on some kind of basis. The teaching strategy consists of asking students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What do you see, (notice, find) here?	Gives items	Makes sure items are accessible to each student. For example: Chalkboard Transparency Individual List Pictures Item card
Do any of these items seem to belong together?	Finds some similarity as a basis for grouping items.	Communicates grouping. For example: Underlines in colored chalk Marks with symbols Arranges pictures or cards
Why would you group them together? 1)	Identifies and verbalizes the common characteristics of items in a group	Seeks clarification of responses when necessary
What would you call these groups you have formed?	Verbalizes a label (perhaps more than one word) that appropriately encompasses all items	Records
Could some of these belong in more than one group?	States different relationships	Records
Can we put these same items in different groups? 2)	States additional different relationships	Communicates grouping

---

1) Sometimes you ask the same child "why" when he offers the grouping, and other times you may wish to get many groups before considering "why" things are grouped together.

2) Although this step is important because it encourages flexibility, it will not be appropriate on all occasions.

CHART II

INFERRING AND GENERALIZING

This cognitive task requires the students to interpret, infer, and generalize about data. The teaching strategy consists of asking the students the following questions, usually in this order.

Teacher asks:	Student:	Teacher Follow Through:
What did you notice? See? Find? What differences did you notice (with reference to a particular question)?	Gives items	Makes sure items are accessible, for example: Chalkboard Transparency Individual list Pictures Item card Chooses the items to pursue
Why do you think this happened? or How do you account for these differences?	Gives explanation which may be based on factual information and/or inferences	Accepts explanation. Seeks clarification if necessary
What does this tell you about ...?	Gives generalization	Encourages variety of generalizations and seeks clarification where necessary

This pattern of inviting reasons to account for observed phenomena and generalizing beyond the data is repeated and expanded to include more and more aspects of the data and to reach more abstract generalizations.

CHART III

APPLYING GENERALIZATIONS

This cognitive task consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. It encourages students to support their speculations with evidence and sound reasoning. The teaching strategy consists of asking the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
(Focusing question). Suppose that a particular event occurred, given certain conditions, what would happen?	Makes inferences	Encourages additional inferences. Selects inference(s) to develop.
What makes you think that would happen?	States explanation; identifies relationships	Accepts explanation and seeks clarification if necessary
What would be needed for that to happen?	Identifies facts necessary to a particular inference	Decides whether these facts are sufficient and could be assumed to be present in the given situation.
(Encouraging divergency). Can someone give a different idea about what would happen?	States new inferences that differ in some respects from preceding ones.	Encourages alternative inferences, requests explanations and necessary conditions. Seeks clarification where necessary.
If, as one of you predicted, such and such happened, what do you think would happen after that?	Makes inferences related to the given inference.	Encourages additional inferences and selects those to pursue further.

This pattern of inviting inference, requiring explanations, identifying necessary conditions, and encouraging divergent views is continued until the teacher decides to terminate the activity.

TEACHING STRATEGIES - ATTITUDES, FEELINGS, AND VALUES

One of the major emphases of this curriculum is in the area of feelings, attitudes, and values. It is recognized that these terms have a variety of meanings and implications and, further, that comparatively little is known about the outcomes of in-school procedures in this area. Nevertheless, a considerable body of theory and some research suggests that it should be possible to devise teaching strategies to facilitate attainment of objectives in this domain. The strategies presented below are designed to provide students with practice in: 1) exploring feelings - their own and others' 2) considering various approaches to solving disputes among persons and groups and 3) analyzing the values held by people including themselves. A specific description of some of the objectives implicit in the curriculum may be found under Objectives.

It will be noted that there is considerable overlap among these strategies and the cognitive strategies - which is as it should be. One would hope that cognitive skills would be applied to affective concerns and that emotions would enter into cognitive performance.

In addition to the three strategies presented below, one will note the prevalence in the units of an additional question of the form "What do you think this person had in mind when he did...?" or "Why do you suppose they...?" These questions are designed to focus attention on the variety of human behaviors and their antecedents.

Exploring Feelings

In this strategy (described in Chart IV) students are encouraged to: make inferences as to how other people feel, and why; recognize the variety of possible emotional reactions to a given circumstance; relate what happens to other persons (or groups) to emotional experiences they themselves have had; explore reasons for their own emotional reactions; compare their feelings with those of others; and, if appropriate, generalize to feelings of people in general.

It is anticipated that children will experience emotional reactions as they recall events in their own lives and see their parallels with experiences of others. It is therefore important that the teacher provide support where necessary, establish a sufficiently relaxed atmosphere for pupils to feel comfortable in such discussions and be alert to the possibility of overly anxious reactions on the part of individual students.

Interpersonal Problem Solving

In this stategy (described in Chart V) students are presented with a problem situation involving conflict among persons or groups (e.g., playground disputes, disagreement over traditions) and are required to: propose and defend solutions; relate the events to similar experiences they have had; evaluate the way of handling the recalled problem; and consider possible alternatives they could have followed.

It is particularly important that students become seriously involved in the issues raised - rather than simply giving what they consider to be acceptable or "good" answers. The latter is particularly likely when they are asked to evaluate their own (recalled) behavior. For this reason it is crucial that the teacher refrain from showing judgmental reactions and, on the contrary, accept the unusual or anti-social response at face value and encourage the student(s) to consider its consequences.

One danger, with this strategy, is that students may tend to engage in excessive judging of their own (or others') actions without progressing to the crucial steps of: 1) exploring the criteria and values implicit

CHART IV

EXPLORING FEELINGS

Students are presented with a situation involving emotional reactions on the part of one or more persons. The teaching strategy consists of asking the following questions, usually in this order.[1]

	Teacher	Student	Teacher Follow Through
	What happened?	Re-states facts	Sees that all facts are given and agreed upon. If students make inferences, ask that they be postponed
2)	How do you think ... felt?	Makes inference as to feelings	Accepts inference
	Why do you think he would feel that way?	Explains	Seeks clarification, if necessary
	Who has a different idea about how he felt?	Makes alternative inferences and explanations	Seeks variety, if necessary. Asks for reasons, if necessary
	How did ... (other persons in the situation) feel?	States inferences about the feelings of additional persons	Seeks clarification, if necessary. Encourages students to consider how other people in the situation felt
	Have you ever had something like this happen to you?[3]	Describes similar event in his own life	Insure description of event
2)	How did you feel?	Describes his feelings. May re-experience emotions	Seeks clarification, if necessary. Provides support, if necessary
	Why do you think you felt that way?	Offers explanation. Attempts to relate his feelings to events he has recalled	Asks additional questions, if necessary to get beyond stereotyped or superficial explanation

1) Sometimes only certain of the questions are asked. The teacher should omit questions if students have answered them spontaneously.

2) These questions are repeated in sequence several times in order to obtain a variety of inferences and later personal experiences.

3) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

CHART V

INTERPERSONAL PROBLEM SOLVING

Students are presented with a problem situation involving interpersonal conflict.

	Teacher	Student	Teacher Follow Through
	What happened? or what did ... do?	Describes events	Sees that all events are given. Tries to get agreement or, if not possible, a statement of differences in perception of what occurred
1)	What do you think ... (a protagonist) should do? Why?	Gives response	Accepts response, seeks clarification where necessary
1)	How do you think ... (others) would react if he did that? Why?	Makes inference and explains	Accepts. Seeks clarification, if necessary
	Has something like that ever happened to you? [2]	Relates similar event in his own life	Provides support, if necessary
	What did you do?	Relates recalled behavior	Seeks clarification, if necessary
1)	As you think back now, do you think that was a good or bad thing to do?	Judges past actions	Encourages student to judge his <u>own</u> past actions. The teacher may need to prevent others from entering the discussion at this point
	Why do you think so?	States reasons	Accepts reasons. If necessary, ask additional questions to make clear the criteria or values which the student is using in judging his actions
	Is there anything you could have done differently?	Offers alternative behavior	Accepts. Asks additional questions to point up inconsistencies where they occur e.g., "How does that agree with reasons you gave earlier?"

---

1) These questions are repeated in sequence several times in order to obtain a variety of responses.

2) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

CHART VI

ANALYSIS OF VALUES

Students are asked to recall certain behaviors and are asked to make inferences as to what values are involved, and how they differ from the values of others involved in analogous situations.[1]

	Teacher	Students	Teacher Follow Through
	What did they do ... (e.g., to take care of their tools)?	Describes behavior	Sees that description is complete and accurate.
2)	What do you think were their reasons for doing/ saying what they did?	States inferences	Accepts, seeks clarification, if necessary
	What do these reasons tell you about what is important to them?	States inferences regarding values	Re-states or asks additional questions to insure focus on values
3)	If you .. (teacher specifies similar situations directly related to student, e.g., "if you accidentally tore a page in someone else's book) what would you do? Why?	States behavior and gives explanation	Accepts, may seek clarification
	What does this show about what you think is important?	States inferences about his own values	Accepts, seeks clarification, if necessary
	What differences do you see in what all these people think is important?	Makes comparisons	Insures that all values identified are compared

---

1) Sometimes all questions are not asked. However, the question exploring the students' own values should not be omitted.
2) This sequence is repeated for each group or person whose values are to be analyzed. Each group is specified by the teacher and has been previously studied.
3) This sequence is repeated in order to get reactions from several students.

in their judgment and 2) considering alternatives. This tendency can be counteracted by preventing students from judging the actions of <u>others</u> and by moving the discussion to succeeding questions.

<u>Analysis of Values</u>

In this strategy (described in Chart VI) students are asked first to recall information about specified behavior on the part of an individual or group. They are then asked to explain why such behavior occurs as it does. The content and question are specific to types of behavior which clearly indicate values (e.g., "Why do you suppose they live near relatives?"). The next step requires students to infer what values are implicit in the behavior. This process is repeated for additional groups or individuals. The next step requires individual students to hypothesize about their own behavior and values. The last step requires comparisons among the various values which have been discussed. Thus students are encouraged to become aware of the variety of values people have and how they relate to their own values.

DEFINITIONS OF TERMS USED

APPLYING GENERALIZATIONS

In this curriculum *applying generalizations* is used to refer to the cognitive task that consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions and which encourages students to support their speculations with evidence and sound reasoning.

This term is used to refer to what was previously called cognitive task three.

AUTONOMOUS LEARNING

In this curriculum *autonomous learning* is defined as the learning act in which the child discovers relatively independently the relationships that exist and accounts for such relationships by building explanations. Autonomous learning implies also that the child becomes an insider in the learning process; that he clearly understands the purpose of the tasks he is performing.

CATEGORY

In this curriculum the term *category* is defined as a group and its definition.

CONCEPT

Since there is some difference of opinion in the literature about the meaning of the word *concept* and because it is used in two different ways in the Taba Curriculum there is a need for a statement of the overall meaning given the word in this curriculum and of the distinction between the two uses made of it.

Concept Words and Concepts. A concept word or phrase may be defined as a symbolic representation or label for the end product of a process which results in a common response to a set of multiple stimuli. The word *sword* is such a label when it is appropriately used by the person who has learned through experience with different kinds of swords and sword-like objects to abstract the characteristics swords share, while at the same time distinguishing them from daggers and knives. When faced with a new kind of sword he has never seen before, he will be able to apply this experience and the associated abstraction of common characteristics to successfully identify the new object.

The attainment of a concept does not depend upon the use of its word label although the use of concept words and the associated feedback a child often has from such use can facilitate the development of a concept.

Levels of Concepts. The elements in a person's experience which enable him to develop a concept may be described as: 1) concrete because they are directly amenable to sensory experience, as is the case with colors and shapes, or 2) they may be more abstract, as for example, "school" or "family," or 3) they may be highly abstract, as in the case of those elements of experience that define instances of patriotism and freedom.

The factors or elements in experience that are used to build concepts may either be quite direct perceptual experiences such as touch and smell or they may be indirect, as when they are experienced through words and symbols.

Concepts may also differ in the way experiences are combined either to form, or to refine and develop them. Such experiences may be primarily cumulative as, for example,in the case of the development of the concept of a particular color such as beige, or they may be combined in a primarily relational way as in the case of concepts such as time or size. In the Taba Curriculum there are occasions when teachers may need to extend and refine the concepts students already have by providing them with additional relevant experiences. Such a process may be described as being primarily cumulative. In the second grade, for example, the concept of supermarket might need to be developed cumulatively for it to encompass the meaning necessary for the development of some of the important ideas for this grade. There are also many occasions when relational factors will be stressed in furthering children's understanding of such concepts as democracy, values and living standards. To understand their meaning for a particular occasion,a child needs to know about the setting in which they are used. For just as one needs details of the referents to such components as *slow* and *deep* before they can be understood, so would the concept of *democracy* remain fuzzy and imprecise without a clear description of the time and place in which it is set. In order to understand the particular meaning given them on a particular occasion, students need to learn to have their referents clear and to look for the referents for this kind of concept when they meet them in their reading.

Since many of the important concepts in social studies are relational,it is often difficult to specify their defining attributes precisely and unambiguously. Care must therefore be taken to ensure that students recognize their relativity and hence their complex nature.[1]

In this curriculum concepts which evolve in the so-called *concept development* exercises where students list,group,and label are in general much less complex than the *key concepts* (for example, interdependence, conflict, and difference) which are high level abstractions to be emphasized, refined, and developed, as the curriculum itself is developed over the eight grades.

Concept Formation and Evaluation. While a person's grasp of a concept may be estimated from non-verbal behavior,it is customary for measures of a school child's understanding of a particular concept to be based on whether he used the concept word appropriately in his speech and writing, as well on his ability to apply what has been learned in new situations, and on his ability to identify the defining attributes of a particular concept. It is also important for teachers to realize that different word labels may be appropriately used to identify a particular concept; they may of course differ as to level of abstractness. This particular point will arise most frequently in the *concept deveopment* exercises of the Taba Curriculum.

Distinctions [2] have sometimes been made in discussions on concept formation between the function of

---

1. "Concept Learning and Concept Teaching," Robert Glaser in Robert M. Gagne and William J. Gephart, *Learning Research and School Subjects*, Eighth Annual Phi Delta Kappa Symposium on Educational Research, Itasca, Illinois, F.E. Peacock Publishers,Inc., 1968, pp. 1-32.

2. J. Bruner, et. al., in *A Study of Thinking*. New York: John Wiley & Sons, 1956, discusses an elaborate form of concept attainment in Chapter 3. R.M. Gagne, in *The Conditions of Learning*. New York: Holt, Rinehart and Winston, 1965 discusses a simpler form of concept attainment,pp. 129-134.

concept development and of concept attainment. In attempting to develop concepts related to a particular topic a teacher may ask a child to suggest a label for the characteristics that are shared by a variety of instances or items. Such a procedure is essentially that which is followed by teachers in the listing grouping and labeling exercises in the Taba Curriculum. Any one of a number of different labels might be considered acceptable. For example, materials, building things, construction materials might all be appropriate labels for a particular group of items. On the other hand, there may be specific concepts and concept labels which a teacher may want children to attain as one aspect of prerequisites to the development of important ideas in social studies. In the Taba Curriculum such concepts as herder, hunter and farmer probably need to be well understood by third graders if they are to develop some of the important ideas about the people in their social studies program. The third grade teacher would therefore need to take steps to see that these and possibly some other concepts have been attained by students before they get too deeply into the relevant section of their program.

CONTENT SAMPLE

In this curriculum the term *content sample* is defined as selected data used to help students attain all of the objectives of the curriculum. Students are expected to use this data, although they are not always expected to acquire all of it.

CONTRIBUTING IDEA

In this curriculum the term *contributing idea* is defined as an idea which is relevant to the formation of the organizing idea and the main idea. It is frequently, but not necessarily, less abstract than the organizing or the main idea.

DECENTERING

Decentering represents growth away from self-centeredness and ethnocentrism. The self-centered person tends to be unable to take another's point of view and may not even be aware that his own ideas reflect a particular point of view. What others would perceive as "his" point of view would seem to him simply "the way things are."[1] He tends to project his own information on his listeners, assuming that the listeners know the information as he does. He is unaware or unconcerned about the effects of his behavior on others. His thinking is dominated more by specific, concrete perceptions than by characterizations of people as individuals. The ethnocentric person is inclined to stereotype groups of people different from his own and to attach derogatory labels to the stereotypes. He tends to set up the norms of his own culture as proper guides for the behavior of mankind everywhere.

A "decentered" person readily perceives another's point of view and takes it into account in his reasoning process. He is able to readily refocus or shift perspective to different frames of reference

1. Roger Brown, *Social Psychology*, New York: The Free Press, 1965, p. 220.

or points of view. He expresses sympathy for others and tries to understand their problems. He is willing to share; he seeks to help those with whom he interacts directly and also people at a distance from himself. He is aware of, and concerned about, the feelings of others. He recognizes and accepts the merits and disadvantages of different ways of life.

DEVELOPING CONCEPTS

In this curriculum the term *developing concepts* is used to refer to the task which requires that students have the opportunity to group a number of items and label the groups formed. The teachers should not give them a term or label for a group, because the importance of the task lies in the students seeing a relationship between items and recognizing that the same items can be grouped in many ways.

It is through this process of listing, grouping, and labeling that concept development is facilitated and a basis laid for other thinking skills.

The term is used to refer to what was previously called cognitive task one.

GENERALIZATION

Much of what has been said about the nature of concepts and concept formation applies equally well to *generalizations*. The principal distinction between them, we would argue, is essentially grammatical. The term *concept* is usually applied to a single word label standing for abstracted characteristics that a number of instances have in common, whereas generalizations are often defined as statements with wide applicability which are in the form of sentences describing a relationship among the abstracted common qualities in a number of instances. The main ideas in this curriculum are generalizations in this sense since they are statements about human behavior which are selected because of their wide applicability in that area of inquiry.

HYPOTHESIS

In this curriculum the term *hypothesis* is defined as a statement formulated on the basis of relatively little data, applying to relatively specific instances, and, where possible, validated at a later time.

INFERRING AND GENERALIZING

In this curriculum the term *inferring and generalizing* is used to refer to the task which requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data which they have previously collected, formulate inferences on the basis of these data, and state a generalization which they feel is warranted.

This term is used to refer to what was previously called cognitive task two.

INSTITUTION

In this curriculum the term *institution* is defined as a distinctive complex of social actions which is broader than an organization.

KEY CONCEPTS

In this curriculum *key concepts* are defined as words which represent highly abstract generalizations. These powerful abstractions are selected for their capacity to organize and synthesize large numbers of specific facts and ideas. Because of their power, such concepts can be developed in an increasingly more complex and abstract manner throughout the social studies. They suggest not only main ideas which can serve as a focus around which units can be developed, but they also suggest key questions to ask about such ideas.

KNOWLEDGE

In this curriculum *knowledge* is defined as consisting of: 1) key concepts in this curriculum; 2) main ideas; 3) specific facts. It is a body of important information which is selected from the social sciences and which students are expected to learn, understand, and use.

LEARNING ACTIVITIES

In this curriculum the term *learning activities* is defined as those activities in which students participate which are designed to promote attainment of objectives. In earlier literature these were referred to as *learning experiences*.

MAIN IDEAS

In this curriculum the term *main ideas* is defined as generalizations, usually though not necessarily, less abstract than the key concepts. They offer insights into the relationships which appear to exist in the world and which have a great deal of empirical evidence to support them.

ORGANIZING IDEA

In this curriculum the term *organizing idea* is defined as an idea which is an example of the relationship stated in the main idea and around which the content sample and the teaching-learning activities are organized. It is stated in terms students might be expected to use and understand.

QUESTION SEQUENCE

In this curriculum the term *question sequence* is defined as a carefully designed and ordered series of teacher questions which assist students by focusing on each step in performing a cognitive task.

STUDY QUESTIONS

In this curriculum the term *study questions* refers to those questions which have been designed to help students structure the gathering of information in an independent research assignment.

TEACHER'S GUIDE

In this curriculum the term *teacher's guide* is defined as the total book giving a year's teaching-learning program.

TEACHING STRATEGIES

In this curriculum the term *teaching strategies* is defined as a carefully designed and specified sequence of teacher behaviors. Such sequences are intended to be widely applicable and largely independent of particular characteristics of the content samples, students, and other conditions. It is recognized, however, that according to the feedback, strategies will have to be adapted to particular circumstances.

UNIT

In this curriculum the term *unit* is defined as the teaching-learning activities associated with one organizing idea.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Forming hypotheses (8)

f. Sensitivity to feelings and thoughts of others (9)

g. Comprehension of concepts and generalizations about Middle and South Americans and their environment (17)

h. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Contributing Idea:

1. All cultures have certain distinctive ways of doing things.

Contributing Idea:

2. Some individuals are especially effective in bringing about changes in a culture.

Content Samples:

Columbus
Cortes
European explorers other than Spanish or Portugese

Contributing Idea:

3. The cultures that interacted in Middle and South America accommodated each other's institutions to a marked degree.

Content Samples:

Aztec culture
Spanish and Portugese cultures
Yoruba culture

Contributing Idea:

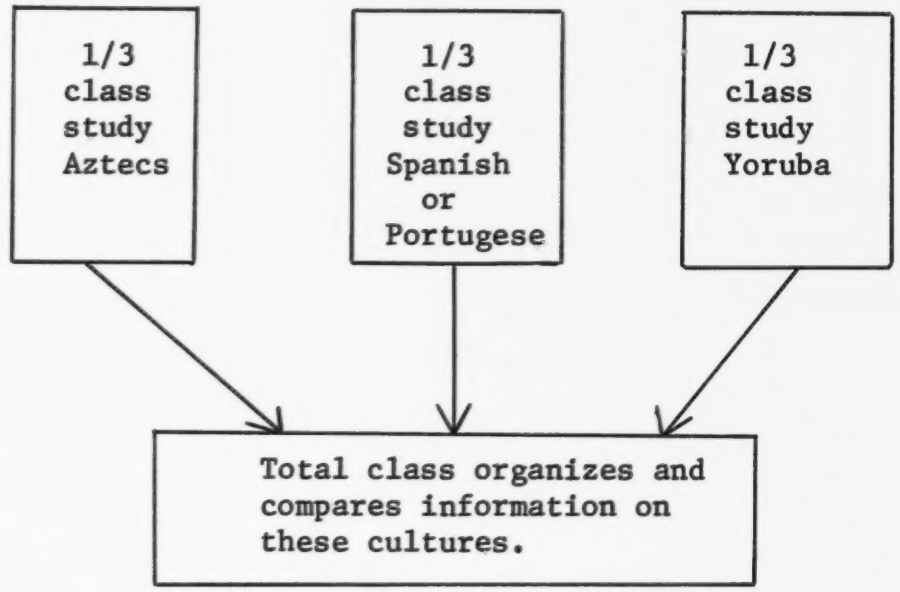
4. People will attempt to maintain aspects of their way of life in any new situation to which they come. In doing so, they bring about change.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Act. 32 -41



Act. 42 - 51

Total class studies about colonial Spanish America.

Conclusion

Total class considers the changes in the Aztec, Spanish and Portugese, and Yoruba cultures in Middle and South America

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities

In the period prior to 1492, the Western Hemisphere was settled by numerous Indian tribes possessing varying patterns of living. The following sequence (Opener-Act. 9) develops the concept of groups of people, helps determine the factors that contribute to group memberships, and establishes how and from where certain early groups came to the land now known as the Americas.

Opener

The purpose of the Opener is three-fold:

1) To assess the information and misinformation the students have of the area to be studied;

2) To bring to the students' attention some aspects of life that make us a member of a culture or a way of life;

3) To assess the level of the students' skill in the cognitive task of Developing Concepts.

Developing Concepts This task requires that students have the opportunity to group a number of items and to label the groups formed. Do not give them a label. The important point is that the students see the relationship between items and recognize that the same items can be grouped in many ways, not that they be given a term for such groupings.

Display a map of the Western Hemisphere. Ask the students:

> What differences from your life and surroundings would you expect to find if you went to live in Middle or South America?

List their responses on the board.

Have the students group similar items and tell why they are putting these items together.

Have the students give labels or names to the groups.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
It is through this process of listing, grouping, and labeling that concept development is facilitated and a basis laid for other thinking skills. (See introductory material for a full statement on this task.) Evaluation Exercise is located following Act. 1. Attitudes, Feelings, and Values This first activity is intended to help students identify and discuss their feelings about differences.	Development 1. Recalling the discussion about differences in the Opener, ask: How might you feel about these differences? Discuss which differences make a person feel like a stranger or might be hard to accept. Ask those students who wish to indicate a group to which they belong why they belong to this group? Identify the aspects of life that make us a member of a particular group, such as similarity in language, customs, and interests. Student References: *People and Places*, (Mead), pp. 11-13 *Races and People*, (Asimov and Boyd), pp. 12-15

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Evaluation Exercise

Opener

Developing Concepts

Students' responses to this exercise can be used as evidence about the attainment of Objective 1, 16.

If the listed items are first grouped by individual pupils on pieces of paper[1] their responses can be used both as a basis for subsequent class discussion about the groups they are to have on the board and for either or both of A and B below.

Ask each student to write above each group his reason for putting them together or to label each group. Tally the number of reasons (or labels) that fit each of the following headings.

A. 1. Functional (or locational)

Items are grouped and labeled on the basis of an individual's own personal experience, i.e., he groups things because he has seen (heard of) them together, because those things happened to him or he knows someone to whom they happened, e.g., "I put these together because I read the other day that these would be different," or "...because we don't have these things around here," or "you use them together."

2. Descriptive

Items are grouped and labeled because of color, form, or texture, i.e., he groups them because of an objective characteristic that can be seen, touched, tasted, etc., e.g., "... because they are all white" or "because they are all hilly."

3. Class

Items are grouped because they fit into a class whose label refers to a characteristic which is not observable in any one item but which can be inferred for all of them, e.g., "... because they are all to do with work." (Note: This category may be subdivided as to degree of abstractness, i.e., "they all have to do with learning," indicates, in most contents, a more abstract concept than "they all have to do with schoolwork.")

4. Mixed

Items are placed together but with reasons that apply to more than one of the preceding. The student usually adds on items which he links to the others for a different reason than has been given for the other items that were placed in the group.

5. Flexibility

Tally the number of items from the list that are placed in more than one group and the number of different ways of grouping and labeling that are suggested, after the initial groups are formed.

1. If particular pupils have difficulty expressing themselves in writing, an oral response taped or otherwise recorded by the teacher, aide, or another pupil, may be used in all such exercises.

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Evaluation Exercise

OR

B. Note the labels that individuals give their groups and/or the labels finally agreed on for the class' groups, and divide these into three levels according to the following criteria, and tally the number in each group.

1. The most <u>abstract</u> labels. That is, those that refer to a quality or condition without tangible elements, e.g., <u>Living Conditions</u>; <u>Values</u>; <u>Concerns</u>; <u>Pleasures</u>; <u>Transportation</u>.
2. The more <u>concrete</u> labels. That is, those that refer to a property amenable to direct sensory experience, e.g., <u>Tools</u>; <u>Clothes</u>; <u>Food</u>.
3. <u>Irrelevant</u> and <u>inappropriate</u> labels. This will constitute the balance of the labels.

<u>Possible Uses of Results</u> - For assessment of individuals and for the total class.

1. Note the changes in the number of <u>Functional</u> and <u>Mixed</u> groups between this exercise and the next activities; Unit II, and Opener.
2. Note changes in the incidence of flexibility (as tallied above) over these same activities.
3. Note the proportion of <u>most abstract</u> labels for comparison with the proportion of them in later exercises like this. In the meantime, a teacher may encourage students to select labels for groups and to use descriptive terms and phrases that best sum up or express the the essence of the group or the atmosphere, intent, or feeling in whatever social studies situation they are working.
4. Note against the name of each student with checks under a heading, e.g.,

Name	Mixed Groups	Abstract Labels	Flexibility
		Two or more	Two or more changes

the number of mixed groups, abstract labels, and whether he has two or more changes in groups and thus deserves credit for flexibility.

Compare these individual results with those from similar exercises, e.g., Unit II, Act. 2.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
The purpose of this activity is merely to recall information, not to study the groups. (If the students suggest the mounted buffalo hunter, help them recall from the fifth grade that horses appeared on the plains <u>after</u> the Spaniards came.)	2. Ask, "What groups of people lived in the area now known as Canada and the United States <u>before</u> Columbus came? Select from the students' offerings two or three groups with contrasting economies. For example: The Eskimo - hunting and fishing The Hopi - farming The California Indians - food gathering Locate each of these groups on a map and discuss how they differed in their way of life. Student Reference: *First Book of Indians, The,* (Brewster), p.53
Notebooks should be continued throughout the year. They provide a ready source of review of earlier learning and provide opportunities for students to organize the information that they will be asked to use.	3. Plan with the students for each student to assemble his daily social studies work, such as brief summaries, research notes, and maps, in a notebook.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
<u>Evaluation Exercise</u> following Act. 5	4. Project a map showing the location of the many groups in the land that is now Middle and South America. Student References: *Americans Before Columbus*, (Baity), pp. 12-13 *Knowing Our Neighbors in Canada and Latin America*, (Carls), p. 24 *Living in the Americas*, (Cutright and Jarolimek), p. 13 Teacher Reference: *New Found World*, (Shippen), p. 33 Have each student record this information on a desk-size outline map of the Western Hemisphere and add the map to his notebook. 5. Read short selections about several different groups on the southern continent to portray the New World as an Indian world from one end to the other. Student References: *Illustrated Book About South America*, (Appel), p. 9 *South America*, (Fideler), pp. 15-17 Encyclopedia

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Evaluation Exercise

Learning Activity 4

Map Skills

If the map, or maps, used have data on relief and/or rainfall and/or temperature, students could be asked the following kinds of questions to be responded to orally or in written form:

a) Describe as accurately as you can the location of the area occupied by any two of these tribes and list as many things as you can that this location might tell you about the living conditions of each tribe.

b) Describe as accurately as you can all the information you can gather from these maps about the living conditions in any two of these tribal areas in December and in July or throughout the year.

The following headings may be used (to evaluate responses).

1. Distance and Direction (Objective 19)

   a) Responses that locate the two areas accurately in terms of distance and direction, e.g., "About two thousand miles south of the equator on the east coast."

   b) Responses that locate one area accurately or have either distance or direction accurate on both areas.

   c) Responses that have no more than one location element of one tribe correct.

2. Living Conditions (Objective 8, 19)

   a) Responses accurately using either direction or distance from a particular place, feature, or area to describe accurately at least two aspects of living conditions affecting each of the two groups, such as, "It will probably be hot here most of the year." "It will probably be cold here for the winter part of the year and hot for the summer part, much like it is in California."

   b) Responses using either direction or distance to describe accurately at least two aspects of living conditions in one group or area, or one aspect of living conditions in two areas.

   c) All other responses.

3. a) Responses accurately using any two of rainfall, relief, and temperature to describe effects on living conditions in one area or any one effect in two areas.

   b) All other responses.

Possible Use of Results

1. Use the data to compare with results of similar map exercises, e.g., Unit II, Act. 4, 5, Unit III, Act. 16. In the meantime, use opportunities for reducing the number of responses in the lowest group.
2. Note students whose responses are in the lowest group c in A and B. Note their performances on subsequent exercises of this kind and give remedial treatment to those who remain in this group.

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
Formulating Hypotheses Students should be encouraged to suggest possible explanations for or predictions in unfamiliar situations. Faulty hypotheses should not be corrected at the point at which they are given, but once additional information has been gathered, they should be checked. If students are not aware of the difference between facts and theories, explain it to them. Facts - statements which indicate particular events as having happened, e.g. "The first people to discover America were Italians". Such statements, while offered as truth, may or may not be correct. Definite evidence exists to permit evaluation of their accuracy. Theories - speculation or ideas about the way things might have happened or may be.	6. Let the students hypothesize about where the people who reached the lands now known as the Americas had come from. Let them look at a relief map of the ocean floor and try to decide which routes those people might have used. Student Reference: *Atlas of the World*, (Editors of Life and Rand McNally) Globe showing undersea relief Have the students read a short selection about the coming of the historic Indian to the Western Hemisphere. Ask them carefully for words or phrases that would indicate whether the author states his belief as a fact or a theory. Student References: *Adventures in Archaeology*, (Fletcher), pp. 125-128 *Americans Before Columbus*, (Baity), pp. 53-60 *Ancient Peoples of Mexico*, (Greenblatt), pp. 10-13 *Indians of the Americas*, (Stirling), pp. 17-26 *People and Places*, (Mead), pp. 255-261 *World of the Aztecs, The*, (Gresham) p. 6 Teacher Reference: *New Found World*, (Shippen), pp. 29-33 7. Let a student trace on a wall map the route scientists believe the Indians took across the Bering Strait and throughout the Americas.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
	Have each student enter these routes on a desk map to be placed in his notebook and write a brief summary telling about the place the people who reached the Americas had come to. Optional Activity: Students with a special interest or accelerated students may wish to explore other theories about early man in the Americas and how we know about early civilizations. Student References: Early man in the Americas: *Americans before Columbus*, (Baity), pp. 58-60; *Kon-Tiki and I*, (Hesselberg); *New Found World*, (Shippen), pp. 30-31 How we know about early civilizations: *Adventures in Archaeology*, (Fletcher), pp. 139-141, 144-147, 151-152, 181-184; *First Book of Archoelogy, The*, (Kubie), pp. 2-3, 58-59, 60; *From Bones to Bodies*, (Fox); *People and Places*, (Mead), pp. 61-93

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: *Aztec and Yoruba cultures influenced and were influenced by European conquistadores*

Notes to the Teacher	Learning Activities
	OR Read further about the life of these first discoverers of the Americas. Student Reference: *Throw Stone*,(Sayles)
Skill development The purposes of constructing the time line are to give the student a feeling for time sequence and to create a visual aid to help him observe that settlement occured earlier in the area now known as Canada and the United States, and that the colonial period of Middle and South America was longer. To avoid cluttering the time line, the periods should be broad, and only the most significant events should be entered. Events occurring in Middle and South America can be entered above the line and those in the areas settled by the English and French entered below the line. This time line will be referred to constantly throughout Unit I.	8. Check the skills of the students in reading and developing a time line. They probably developed one in the fifth grade, but some may need further work on this skill. Student References: *Ancient Peoples of Mexico*, (Greenblatt), pp. 5-6, 9, and last folded page. Manual, pp. 3-4 *Understanding Latin America*, (Lindop), pp. 91-92 Teacher Reference: Manual for *Understanding Latin America*, (Lindop), p. 40 Construct a wall time line and enter the date 1492. Ask the class why this is such a familiar date to most of us. Indicate that the period prior to this date is called "Pre-Columbian

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
To simplify this experience, the teacher may distribute adding machine tape or a mimeographed sheet containing lines on which the student can place the dates.	9. Let each student plan a time line for his notebook and enter the Pre-Columbian period.

The Americas were discovered and explored during a period when Spain and Portugal were leaders in sea power. Spain assumed the lead in colonization when she established bases to supply her expeditions that searched for gold. Portugal was somewhat slower, while England delayed more than a hundred years. The following sequence (Act. 10-31) deals with these events.

This map may be purchased from American Heritage.

10. Display or sketch on the chalkboard a copy of Columbus' map. Let students examine it to see what the map makers of Columbus' day judged the world to be like. Ask:

    Why do you think the Americas were called a "New World?" To whom was this not a "new" world?

    Let the students look for other illustrations of the world as map makers thought of it at the time of Columbus.

    Student References: *Discoverers of the New World*, (Berger), pp. 19-20

    Spanish Conquistadores in North America, The, (Buehr), p. 13

    Ask the students why the north is placed at the "top" of a map. Bring out the fact that the early map-makers lived in the Northern Hemisphere.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
	Quote from *Young People's Story of Our Heritage*, (Hillyer and Huey): "There is no reason why I should show you the world this way with America on top. I might just as well show it upside or downside on the world. I suppose the reason the north side is always shown on top is because the people who made maps and geographies all lived in the north part of the world and they wanted their part of the world to be on top. . ." p. 9 Photographs taken on recent space flights may also be useful in making this point. Optional Activity: Discuss the questions below: Suggested question sequence: 1) Can you suggest other things that are always prepared or performed in a certain way? 2) What other ways could those things be done? 3) What advantages and disadvantages are there to doing things in only one way?
The information from this activity will be used again in Act. 15.	11. Read to the students a selection revealing the information known about the world before Columbus sailed. Have them summarize the information and enter it in their notebooks.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: *Aztec and Yoruba cultures influenced and were influenced by European conquistadores.*

Notes to the Teachers	Learning Activities
	Suggested References: *America is Born*, (Johnson), p. 17 *Discoverers of the New World* (Berger), pp. 10-17 *First Book of New World Explorers, The*, (Rich), p. 23 Then discuss: How do you think an explorer setting sail for unknown parts at this time felt?
	12. Recall from the fifth-grade study the following points pertinent to the area Columbus discovered: • The overland routes to the East had become extremely dangerous. • Columbus was interested in trade for the riches of the East. • He attempted to interest Portugal as well as Spain in seeking a new route to the East. • He established the first permanent settlement in the New World. Student References: *America Is Born*, (Johnson), pp. 26-27 Especially good for informing students of Columbus' effort to interest Portugal in his expedition *Salt, Sugar, and Spice*, (Buehr) *Living in the Americas*, (Cutright and Jarolimek), pp 44-47 *Magic of Spices, The*, (Dreany)

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
It is important for students to see that different authors often attribute different reasons to the same event. For example, authors differ in their explanations of why Columbus landed where he did. One author suggests lack of knowledge in reading a compass; another, a decision to follow the flight of the birds. An optional activity for accelerated students might be for them to research to see if they can find other explanations.	13. Display a map of the Atlantic. Let the students recall Columbus' first voyage. Where might he have landed if he had sailed "due west" as he said he would? Let the students speculate as to what difference it would have made to the area that is now the United States. 14. "Plant" the flag of Spain on the desk maps on the islands Columbus claimed. Enter a symbol for the discovery of the New World and the establishment of a Spanish colony on the wall time line and the individual time lines. 15. Recall that Columbus had attempted to interest King John of Portugal in his expedition (Act. 12). Ask the students how they would explain the King's lack of interest? Let the students read how one argument between Spain and Portugal was settled. Student References: *Knowing Our Neighbors in Canada and Latin America*, (Carls), p. 138

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
	New Found World, (Shippen), p. 78 *Understanding Latin America*, (Lindop), p. 61
	16. Recall (from 5th grade) Cabot's expedition and the establishment of Jamestown. Enter these two events on the lines. Draw the attention of the class to the length of time indicated by the time line between Cabot's expedition and the establishment of the first English colony. Can the members of the class recall from their fifth grade studies why it was so? If not, have one student report orally on the reasons for England's slowness. Read to the students a selection that tells the leadership Spain and Portugal had in seapower in 1492-1588. Then compare the leadership of Spain and Portugal during this period with England's actions. How can the difference be explained? Suggested Reference: *America is Born*, (Johnson), pp. 49-52
	17. Enter the flags of Spain and Portugal at the appropriate points on the individual desk maps. Let the class enter symbols for the Spanish and Portuguese settlements on the wall and individual time lines.

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
	Call attention to the fact that Portugal waited 35 years after Cabral claimed Brazil before establishing a colony.
Inferring and Generalizing This is a task that requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data that they have previously collected, formulate inferences on the basis of these data, and state a generalization that they feel is warranted. (See introductory material for a full statement on this task.) Evaluation is located following Act. 19.	18. Show the filmstrips in *Age of Exploration* for an overview of this period of exploration. Have the class take notes on the following: 1) What did you learn about Spain and Portugal in the 1400's from this film and your previous reading? 2) What could you say about the main interests of these countries? 3) Why do you think so? Then discuss: 4) Why were these two countries leaders in exploring? 5) What does it take to make a leader? 6) What examples of leadership could the class suggest in today's world? Why? Alternate Activity: If the above filmstrips are not available, have a student report on the interest in exploration that was developing in the late 15th and entire 16th century. Student References: *America is Born*, (Johnson). See index.

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
Attitudes, Feelings, and Values Developing empathy with the people of another time.	19. Read references below to create a feeling for the mood of the era that followed Columbus' report to the King and Queen of Spain. Refer again to the existing information about the world identified in Act. 11. What new information about the world did Columbus' discovery bring? Then discuss: What were the effects of Columbus' voyage? (Artistically inclined students might try to illustrate these effects.) What can you say about the effects of exploration? Student References: *America is Born* (Johnson), pp. 38-39. How the news spread. *The First Book of New Explorers* (Rich), pp. 1-3. The qualities of an explorer "The Sea Gypsy" by Richard Hovey in *Favorite Poems Old and New* (Ferris, Helen, ed.). This or some other poem can be used to give a feeling of adventure. Filmstrip: *What Columbus Discovered* Quotes from Columbus' letters to the Queen.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Evaluation Exercise

Learning Activity 18 - Question 2

Inferring and Generalizing

"What can you say about the main interests of these countries?"

Judgments on the result of this exercise can best be made from individual written responses. Written statements can also be used as a starting point for class discussion. Tally the number of responses for each pupil that fall into each of the following categories.

1. Inclusiveness

   The extent to which a statement summarizes all of the important (pre-determined by the teacher) points about the "interests of their countries." (Objective 4, 18)

   a) Responses that cover all the important points. That is, these are the responses which the teacher judges to be satisfactory in terms of coverage of information that they have studied on this topic.

   b) Responses that omit up to two important points about the interest of these countries.

   c) Responses that omit more than two important points.

2. Abstractness

   An abstract word is one which refers to a quality or condition without tangible elements - see Opener, e.g., "markets," "religious beliefs." (Objectives 4, 18)

   a) Responses that include two or more abstract words which are accurate, relevant and not vague. Examples of vague abstractions in responses to this question are "mean," "stingy."

   b) Responses that include only one abstract word.

   c) All other responses.

3. Tentativeness

   This quality is a particularly desirable one when it is in a form which reflects a recognition of the limitations that the data which are used place upon conclusions. Indicators of this quality are such words and phrases as, "From what we read and saw ... ," "probably," "might." (Objective 16)

   a) Responses that include elements of tentativeness in them.

   b) All other responses.

4. Comparison

   This involves comparing the people or the period being discussed with others in order to clarify and extend the meaning of a conclusion. (Objective 2)

   a) Responses that include comparisons.

   b) All other responses.

Possible Use of Results

1. Note the number of responses in the top 'a' groups of these criteria and compare these with results from similar exercises in acti-

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Evaluation Exercise

vities 47 (Question 6) and Conclusion (Question 3 and/or 4). In the meantime, take steps to increase these frequencies through such devices as: asking students to repeat statements so that they attempt to include all the relevant information; discussing ways of improving responses; paying special attention to the students whose responses consistently fall in the lowest group.

2. Note against each student's name the letter grade in which his response places him under each of these criteria. Note the pattern of change for each student over 2 or 3 similar exercises and plan remedial work for any who consistently fall in the lowest group.

Question 4

Explaining (Inferring and Generalizing)

The criteria listed below may be applied either to individual pupils - if each is asked to write an explanation - or may be noted as they occur in class discussion, by use of a check list.

1. Use of factual information. The number of facts used in an explanation may be noted. In addition, each fact may be evaluated as to accuracy and relevance. (Objective 7, 17)

2. Use of hypotheses. The number of hypotheses used may be noted as well as their relevance and plausibility. (Objective 7, 8)

3. Logical coherence. The relationships between facts and/or hypotheses and the event to be explained may be judged as to their logical adequacy. (Objective 7)

4. Tentativeness. The extent to which pupils indicate the possibility of fallibility in explanations as opposed to dogmatism may be noted. (Objective 7, 16)

These criteria may be organized as follows:

		John	Mary			
Facts	Accurate	//	/			
	Inaccurate					
	Relevant	/	/			
	Irrelevant	/				
Hypotheses	Relevant	/	//			
	Irrelevant					
	Plausible	/				
	Implausible		//			
Logic	Clear					
	Unclear	/	/			
	Fallacious		/			
Tentativeness						

Suggested Uses

If this exercise is repeated frequently when pupils are asked to provide explanations, their growth can be noted. Remedial measures can be taken with the child whose explanations are consistently irrelevant or illogical. Care must be taken, however, not to discourage pupils from attempting explanations.

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
Applying Generalizations This task provides the opportunity for students to apply previously learned generalizations to a body of data to infer what might logically occur in a new situation. This process of inferring consequences through applying previously learned generalizations encourages students to support their speculations with evidence and sound reasoning. (For a full statement on this task, see the introductory material.)	20. Hold a class discussion on the question: What might have happened if Columbus had not returned from his explorations?
The purpose of this activity is to give an overview of the many explorers who set out in the 20 years following the discovery of the New World. A period of individual research begins. Before the students begin reading to gather data, be sure that they have mastered the following skills. Use of Table of Contents, Index, bold type Use of encyclopedia Use of several books Taking notes	21. Show the following filmstrip: *New World is Discovered, A*

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
The references apply to Cortes. You might suggest that some students research information on other explorers, so that comparing and contrasting will be possible later.	22. Let the students read widely about Cortes. After free reading, have the class find answers to the following study questions: · From where did he set out and what route did he take? · Why did he set out? (What were his reasons?) · What supplies did he bring? (Food, etc., but also horses, artillery) · How many accompanied him? · What additional help did he have? (Malinche, friendly tribes, horses, artillery, Indian beliefs). · What obstacles did he overcome? (heat, cold, illness, unfriendly Indians, lack of food, discouraged soldiers) · What land did he claim? · How did he use the land and people he claimed or conquered? · What changes did he bring? · How do you think he felt during and about his explorations?
Attitudes, Feelings, and Values This last question is intended to get at feelings.	Student References: *Captain Cortes Conquers Mexico*, (Johnson), Easy biography, stopping short of his final return to Spain. *Cortes of Mexico*,(Syme). Easy biography, including his return to Spain. *Discoverers of the New World*,(Berger), pp. 72-77 *He Served Two Masters*,(Haller) *Knowing Our Neighbors in Canada and Latin America*,(Carls), p. 55 *Mexican Story, The*,(Shippen), pp. 83-93 *Spanish Conquistadores in North America, The* (Buehr), pp. 24-65 *Understanding Latin America*, (Lindop), pp. 48-53 *We Were There with Cortes and Montezuma*,(Appel) *World of the Aztecs, The*,(Gresham), pp. 77-90 Encyclopedia

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
	Filmstrips: *Aztecs and Cortes, The.* Easy captions. *Cortes and the Aztecs* *Hernando Cortes and the Conquest of Mexico* Optional Activity: Read aloud for 10-15 minutes daily from *The Blood of the Brave*, (Baker), which is an excellent account (taken from the records of Bernal Diaz) of a boy who accompanied Cortes to the land of the Aztecs. If reading aloud is not practical, encourage individual students to read the book and share with the class.
Inferring and Generalizing For a full statement on this task see the introductory material.	23. Ask the class: What kinds of things did an expedition like Cortes' need? How did Cortes plan to meet these needs? List on chalkboard evidence of Cortes' planning and group the information under headings the students suggest. For example:

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
Evaluation is located following Act. 24.	

Needs	How Cortes Planned to Fill the Need
Food	From plantation, from conquered land
Transportation	Horses from plantation in Cuba
Guides	
Ammunition	

Let the students write on:

Things that helped and things that delayed Cortes' expedition.

Then discuss what kind of planner Cortes was.

24. Using a wall map, let the students illustrate Cortes' route. How does the land change between the point where he started and the Aztec capitol? What problems did this change bring? To what extent might the environment of an area affect the success or failure of an expedition in that area?

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Evaluation Exercise

Learning Activity 24

Map Skills

Since the map exercise here contributes less toward the attainment of the Organizing Idea for this unit than do many others, the amount of detail recorded need not be as great as for other evaluation exercises.

The kind of response that is possible to make here depends on the quality of the map used. If it is a large scale map with details of elevation, vegetation, rivers and streams, swamps, the following criteria and categories could be used:

1. Distance and Direction (Objective 19)

   a) Put together and tally all those Responses that make accurate reference to distances covered and directions taken over the whole or part of the route.

   b) Responses that make accurate reference to either distances covered or directions taken but not both.

   c) Responses that either make no references or make inaccurate references to either distance or direction.

2. Terrain (Objective 19)

   a) Responses that make accurate references to changes in vegetation (including swamps), rivers, and elevation.

   b) Responses that make accurate reference to any two factors in a.

   c) All other responses.

Possible Use of Results

See Opener for suggested method of recording results. Compare these results with Act. 4 to see what improvements, if any, have occurred and later with Act. 36 to check for further changes and, therefore, any class or individual remedial work that is necessary.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
The use of primary source materials, such as diaries and letters from actual participants in events, brings a sense of immediacy to history. Point out to your class, however, that it is important for them to try to consider these sources from the viewpoints of the participants <u>at that time</u>. Using today's standards to evaluate their thoughts and actions may be inappropriate and unjust. <u>Attitudes, Feelings, and Values</u> Developing understanding of the feelings of others.	25. Read the selection from Bernal Diaz's diary that describes what the Spaniards saw as they approached the capitol of the Aztec. Student References: *Discovery and Conquest of Mexico, The,* 1517-1521, (Diaz del Castillo). For accelerated students only. *Sun Kingdom of the Aztecs, The,* (Von Hagen), pp. 7-13 Teacher Reference: *Readings in Latin American Civilization,* (Keen), pp. 15-16 Then discuss: How do you think the Spaniards <u>felt</u> as they approached the capitol? Why? How do you think the Aztecs <u>felt</u> as they saw the Spaniards for the first time? Why?
<u>Attitudes, Feelings, and Values</u> This activity gets at values.	26. If the selection from *The First Book of New World Explorers,* (Rich) was used in Act. 19, have the students list some of the qualities an explorer must have, and ask why they think those qualities are important.

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities

If the book was not used, prepare in a different way to make the chart in Act. 27. Ask:

1) What did Cortes do?
2) What qualities did he demonstrate in those acts?
3) When you look at these qualities, what can you say about Cortes?

27. Organize a chart to see whether Cortes fulfills these qualifications by listing or illustrating behavior of Cortes under the headings the students suggest. For example:

	Cortes		
Curious	Brave	Intelligent	Tough

Ask whether there are any additional words that describe Cortes, and add those columns to the chart. For example:

- Cruel
- Greedy
- Religious

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
	Encourage those students who found authors who made them change their minds about Cortes to tell how what that author said differed from what others said.
Evaluation is located following Act. 32.	28. Dramatize one or more episodes of the conquest of Mexico. For example: · Persuading Malinche to help the Spaniards · Meeting of Cortes and Montezuma · "The Sad Night" Teacher Reference: Manual for *Understanding Latin America*, (Lindop), p. 57.
Skill Development Organizing information.	29. Give each student a copy of the following chart on explorers.

Explorer	Set Out From Under Flag Of	Hunted For	Found	Changes He Brought Or Encouraged
Balboa				
Cabral				
Esteban				
Magellan				
Pizarro				

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: *Aztec and Yoruba cultures influenced and were influenced by European conquistadores.*

Notes to the Teacher	Learning Activities

Have each student complete his chart. He may read briefly about other explorers, he may use notes taken during previous research, or he may view some of the filmstrips listed below.

Some books are particularly useful for the students and have material on almost every explorer suggested for study. They are:

Discoverers of the New World, (Berger)
First Book of New World Explorers, The, (Rich)
Knowing Our Neighbors in Canada and Latin America, (Carls)
Pictorial History of the Negro in America, A, (Hughes and Meltzer)
Understanding Latin America, (Lindop)
Your Country and Mine, (Brown)

Authors — Explorers and Pages

	Balboa	Cabral	Esteban	Magellan	Pizarro
Berger	47-51	43-44	91-92	53-63	77-81
Rich	31-33	30		48-53	38-42
Carls		138		271-272	187-188
Hughes		10	10		
Lindop	42-44	61-63		45-47	53-58
Brown	410	442-443		455-456	486

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities

Additional student references, organized by topic, follow:

Cabral — *South America*, (Fideler)

Esteban — *Eyewitness: The Negro in American History*, (Katz), pp. 7-8, 17-18
Famous Negro Heroes of America, (Hughes)
Story of the Negro, The, (Bontemps), p. 49

Pizarro — *Four Corners of the World, The*, (Duvoisin)
Francisco Pizarro: Finder of Peru, (Syme)
South America, (Fideler), pp. 39-42

Teacher Reference: *Incas: Royal Commentaries*, (Garcilaso), pp. 305-366

Filmstrips: *Balboa and Pizarro*
New World is Discovered, A. Magellan, Cabral, and Balboa.
Pizarro and the Conquest of Peru
Voyages of Magellan

Read *Walk the World's Rim*, (Baker), up to the point where Chakoh, a young Indian boy, accuses Esteban, the Spanish explorer of African descent, of lying to him. (This point comes at approximately page 110.) Stop reading after the two friends have taken a position:

Esteban: What have I done?
Chakoh: You lied to me.
Esteban: I have never lied to you, little one.
Chakoh: You are a slave.
Esteban: I never said I was not.

Discuss the interpersonal conflict between these two former friends.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
	Suggested question sequence: 1) What has happened in this episode? 2) What do you think Esteban should do? Why do you think so? 3) How do you think Chakoh would react if Esteban did that? Why do you think so? Repeat questions 3 and 4 often enough to get a variety of responses from the students. 4) Has something like that ever happened to you? 5) What did you do? 6) As you think back now, do you think that was a good or bad thing to do? 7) Why do you think so? 8) Is there any way you could have changed what you did?
	30. Explain the meaning of the term *conquistador*. Discuss whether the name is an appropriate one for the Spanish explorers. Why or why not?
Inferring and Generalizing For a full statement on this task, see the introductory material.	31. Have the class review what they have learned about Columbus, Cortes, and the other explorers they have studied to date. Suggested question sequence: 1) In what ways were these explorers different?

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
Experience indicates that it is usually easier for students to pinpoint differences than similarities. Therefore question sequences calling for comparisons, as this one does, are more effective if they begin by asking about differences. Encourage the students to look for similarities, but do not press them if they have trouble finding them.	2) How would you explain these differences? 3) Were they similar in any way? 4) How do you suppose they affected the people who already lived in the areas they explored? 5) What effects do different kinds of individuals have in bringing about changes in a culture? Can you explain more about that?

With discovery and exploration comes the settling of land by various groups of people for different purposes. The shaping of the Americas was influenced by three major cultures: the African, European, and Indian. Middle and South America are largely a blend of these three cultures, and each culture adopted and adapted institutions and customs from one or both of the other two cultures. The following activities (Act. 32-41) have been organized to study briefly one representative of each of the three cultures, the Aztecs (Indian), Spanish (European), and Yoruba (African), in their homeland before their meeting in the Western Hemisphere.

32. Have the students study the wall or individual time line to locate Spanish and Portuguese settlements.

Have the students write briefly to the questions:

1) What do you know about the people who settled in the Western Hemisphere?
2) Why did they come?

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Evaluation Exercise

Learning Activity 28

Drama and Role Playing

Dramatic activities offer opportunities for teachers to check on the understanding students have about certain events and people in their study. In evaluating such an activity the teacher may use a check list made up of the names of students in a column and several criteria across the top and then check against students' names each occurrence of a behavior that fits a criterion in the dramatic presentation. The following criteria could be used for this exercise:

1. Inclusiveness

   The extent to which, in the presentation, or in the comments, all the important (pre-determined by the teacher) points are covered. (Objective 17)

Tally against a student's name each incidence of an important point. Each important point would need a separate column.

2. Attitudes and Feelings

   The extent to which these are accurately portrayed in gesture or by word. (Objective 17, 9)

Tally against the name of each student and beneath the appropriate heading each obvious incidence of this aspect of behavior.

3. Ethnocentrism

   The extent to which students are showing by word or gesture that they are thinking and behaving as Americans rather than either Spanish or Aztecs. (Objectives 9, 10, 11)

Tally against the name of each student and beneath the appropriate heading each obvious incidence of this characteristic.

4. Errors

   The extent to which students commit errors in the presentations which they do not correct in class comments. (Objective 17)

Tally against the name of each student each error he makes.

Possible Use of Results

1. Take steps through discussion and/or further intake to deal with important points that have been omitted (see Inclusiveness) and with any uncorrected errors.
2. Note class totals on Attitudes and Feelings and Ethnocentrism and take steps to deal with class needs as revealed by these measures.
3. Note for specific remedial attention those students with high Error and Ethnocentrism tallies.
4. Note changes in individual and group performance from this activity to Acts. 39 and alternate Act. 48.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
This division of the class is meant to be a time-saving device and to set a pattern for securing and organizing information. The groups will be too large to act as committees. Before each group begins reading, the teacher should ensure that: • A wide variety of books and other materials is available in the classroom; • Adequate periods of class time are available for research; • The number and scope of the study questions are appropriate to the ability of the class; • Each working group contains both accelerated and slower readers and both leaders and followers. Study questions have been designed to structure the reading in an independent research assignment so that groups will have information that can readily be compared and contrasted in later discussions. The individual and group research which begins with this activity extends through Act. 40. It is sugges-	33. Let students choose the one of three study groups in which they wish to participate. Each group will have responsibility for securing information about one culture, the Aztec, the Spanish or Portuguese, or the Yoruba. It is suggested that you encourage the class to look over the books and materials available on each culture, read widely to get a preliminary "feeling" for the people, and then seek answers to the study questions below. Before setting the children on their own, the teacher should check whether: • Each student in each group understands what his responsibilities are; • Each student is proficient in the skills required to do independent research; • Each student clearly understands the study questions so that he can record pertinent notes. Suggested study questions: • What was the land like where the group lived? The climate? • What were the chief occupations of the people? What tools did they use? • What language did they speak? • What was their religion like? • What was the family life like? How were the children raised? • How were they governed or ruled? • How did they settle disputes that arose (rules or laws)? • How did they educate their children? • What things did they invent, develop, or change? • What things did they consider important?

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: *Aztec and Yoruba cultures influenced and were influenced by European conquistadores.*

Notes to the Teacher	Learning Activities

ted that opportunities for such activity be alternated with activities involving the class as a whole.

Attitudes, Feelings, and Values
The last study question gets at values

There is very little material available at the student level on the Yorubas. There is less even at the adult level on the daily life of the commoner in Portugal and Spain at the time of the discovery and conquest of the Americas. Therefore, Appendices have been included, giving what information the writers could find on these subjects.

The individual teacher will be in the best position to judge how much at a time and in what manner to convey this information to her students.

STUDY OF THE AZTECS

Titles	Pages
Adventures in Archaeology, (Fletcher)	142-144
Americans Before Columbus, (Baity)	185-207
Ancient Peoples of Mexico, (Greenblatt)	38-46
Aztec Indians of Mexico, The, (Bleeker)	All
Aztecs of Mexico, the Lost Civilization, (Chambers) Good for slower readers	All
First Book of Aztecs, The, (Beck)	All
History of the Aztecs and the Mayas and their Conquest, A (Sundel)	All
Indians of the Americas, (Stirling)	241-266
Knowing our Neighbors in Canada and Latin America, (Carls)	36-37
Living in the Americas, (Cutright and Jarolimek)	8-9
Man's Way: From Cave to Skyscraper, (Linton)	152-160
Miracle of the Talking Jungle, The, (Bartlett)	All
Sun Kingdom of the Aztecs, The. (Von Hagen)	All
Understanding Latin America, (Lindop)	30-35
World of the Aztecs, The, (Gresham)	

STUDY OF THE SPANISH

Titles	Pages
Exploring the Old World, (Stuart)	189-190
Getting to Know Spain, (Day)	

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: *Aztec and Yoruba cultures influenced and were influenced by European conquistadores.*

Notes to the Teacher	Learning Activities

STUDY OF THE SPANISH (Continued)

Titles	Pages
Land and People of Spain, The, (Loder)	6-26, 42, 108
Let's Travel in Spain, (Geis)	
Life World Library: Spain, (Thomas)	
Spain, (Goldstone)	10-15, 35-36, 39, 131-136
Spanish Roundabout, (Daly)	
World Background for American History, (Eibling)	289-298

STUDY OF THE YORUBAS

Titles	PAGES
Africa: With a Focus on Nigeria, (Fieldstra)	45, 114-117
Africans Knew, The, (Oine and Levine)	
Art of Africa, The, (Glubok)	
Getting to Know Nigeria, (Olden)	
How People Live in Africa, (Greig)	
Introduction to the History of West Africa, (Fage) Accelerated	
Land and People of Nigeria, The, (Forman)	92-93
Let's Travel in Nigeria and Ghana, (Kittler)	23-46
Nigeria and Ghana, (Flint)	54-62
Nigeria, Republic of a Hundred Kings, (Watson)	74, 78-81
Out of the Earth I Sing, (Lewis)	29, 39, 78, 103
"Yoruba", *Encyclopedia Americana*, Vol. Y	

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
	Teacher References: *Ancient Mexico*, (Peterson). Aztecs *History of Latin America, A*, (Herring). Excellent general background for the teacher on Indian, Spanish, Portuguese, and African cultures. *Masters and the Slaves, The*, (Freyre). Yorubas *Peoples of Africa*, (Gibbs, ed.), pp. 547-580 Yorubas *Readings in Latin American Civilization*, (Keen), pp. 9-21 *Yoruba-Speaking Peoples of South-Western Nigeria, The*, (Forde)
	Filmstrips: AZTECS: *Ancient American Civilzations*; *Aztec Achievements in Art and Science*; *Aztecs and their Way of Life, The* SPANISH: *Early Spain*; *Face of Spain, The*; *Setting the Stage of Empire* YORUBAS: *From Africa to America*
Skill Development Planning how to organize data for future use. Plan together with the class ways in which each group will share the information gathered. It is suggested	34. Let students plan how to present and use the information that was gathered by all groups and placed on the retrieval chart (to be completed by Act. 41). Remind the class that a primary purpose of this chart is to facilitate comparison of the three societies.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
that the groups <u>not make separate reports</u> on the cultures studied. By putting information in some visible form, discussion can center on topics that cut across the cultures. In addition, the students can concentrate on one thing, the thinking task.	In planning, the students should consider: • That the information on the chart should be condensed; it is not necessary to chart all information gathered. • They should decide, therefore, what information will tell the most about the way of life of a people. • What is the most effective or efficient way for the class to gather and present information. • Whether it is necessary for everyone to have a desk copy of the chart. When the chart is completed, it might resemble the chart below both in the organization and the content. It is filled in here only as a ready source of information for the teacher.

Name	Country Land and Climate	Farming	Tools Labor	Occupations	Religion	Family Structure
AZTEC (Spoke Nahuatl)	Mexico Highlands Tropical	Planted Weeded Fallowed No irrigation Fertilized Made floating island	Digging stick Human	Farmer-warriors Government officers Merchant-trader-spies Priests Craftsmen: Pottery makers Weavers Stone carvers Silversmiths Artists	Many gods Belief in life after death Sacrifice to gods	More than one wife Father head Strict life for children Learned from parents Separate school for boys and girls
SPANISH (Spoke Spanish)	Spain Mostly mountainous Too cold or too dry, with much of the land poor for farming Coast has subtropic climate	Planted Weeded Harvested Fallowed Irrigated Fertilized	Carts Animals Plow Threshing board Metal tools	Crown control business Land owners (nobles, clergy, government officials) Middle class: Lawyers Merchants Well-to-do artisans Farmers Miners Textile makers Masses: poor, gradually freed from serfdom	Catholic Belief in one god	One wife Father head Women carefully guarded Desire for many children Baptism and godparents important Upper class women did not do any manual labor; servants did work
YORUBAS (Spoke Yoruba)	West Africa (Nigeria) Forest and savannas Tropical	Planted Weeded Harvested Fallowed	Short handled hoe Axe and other metal tools Human	Farmers who were also skilled traders and craftsmen Pottery makers (women) Weavers (men and women) Cloth dyers Silversmiths Blacksmiths Wood carvers Medicine makers Drummers	Many gods (over 400) Ancestor worship Belief in life after death Built shrines for gods; carved wooden figures of gods	More than one wife Oldest male head Many families lived in one compound Learned from parents Had age-groups Organizations

Name	Government	Education	Inventions and Developments	Laws
Aztecs	Ruler Council Elected tribal leaders	Girls, boys separated at school at 12. Boys-common school and also school for nobles Family members taught informally	Beginnings of an alphabet Aqueducts Stone carvings Pyramids Elementary arch (no key stones) Simple names	Specific rules for operating in the market; on how to behave in battle, etc. Laws on land ownership prohibited individuals from selling the land they farmed
Spanish	King or Queen Governor Municipal councils of towns Clergy	Universities admitted men and women; rich and poor Isabella initiated general compulsory education but it was not effectively enforced	Inquisition began 1478; religious intolerance Major product was wool Printing press used 1471 Trade scorned; conducted by Jews, soldiering esteemed, strong armies Had guns Navy ruled oceans	Charters of liberty (for towns) established during war with Moors Rules of common law; freedom of speech and assembly Laws established by Cortes or Crown Laws defined rights and authorities of officials and common men
Yorubas	King Council (1st nobel Military chiefs (2nd nobel) District & provincial kings Town mayor Town council Quarter chiefs Compound heads	No written alphabet; court historians were taught orally to memorize history and traditions. Tribal leaders, family members, storytellers all taught informally	Used shells as money Used barter in large transactions Iron tools and weapons Grew cotton and wove cloth Pottery, wood, and leather art Mud houses; thatched roofs Terracotta and brass art work	An unwritten constitution, maintained orally, defined authority of king and other officials Laws, crimes, and punishments, property rights, inheritance,etc. Authorities at each level of government had power to enact and repeal laws Disputes and violations handled by specified officials Laws prohibited men from selling the land they farmed

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
	35. Show the following motion pictures (if available) to the entire class to provide additional information about the way of life of each of these people: Aztec: *Ancient New World, The* *Aztecs* Spanish: *People of Spain, The* Yorubas: *Buma (art)* *Discovering the Music of Africa* *Negro Kingdoms of Africa's Golden Age*
	36. Using a world map, let one member of each group locate the land where the people he is studying about lived. Have each student record the information on a desk outline map to add to his notebook.
	37. Let each group of students exchange information on study questions about the climate and land, farming, and occupations of its people. Plan with the class a way to condense the information so that only the most pertinent information will be charted.

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: *Aztec and Yoruba cultures influenced and were influenced by European conquistadores.*

Notes to the Teacher	Learning Activities
	38. Let students from each group tell about and show pictures of the different workers or their products. Small pictures can be shown to the class by using an overhead projector. Student References: *Aztec Indians of Mexico, The,* (Bleeker) *Indians of the Americas,* (Stirling) *Sun Kingdom of the Aztecs, The,* (Von Hagen) *Let's Travel in Spain,* (Geis) *Spain,* (Goldston) *Let's Travel in Nigeria and Ghana,* (Kittler) *Nigeria, Republic of a Hundred Kings,* (Watson) *Profile of Nigeria,* (Kenworthy)
Organizing and synthesizing information	39. Chart the gathered data for study questions about language, religion, and family structure. Read to the students a few Aztec, Spanish, and Yoruba folktales that give added dimension to understanding the way of life of each. Aztec: *In the Aztec Treasure House,* (Janvier), read parts *King of the Mountains The: A Treasury of Latin American Folk Stories,* (Jagendorf), pp.181-186 Spanish: *Favorite Fairy Tales Told in Spain,* (Haviland), all *Three Golden Oranges and Other Spanish Folktales, The,* (Boggs), all

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
	Yoruba *Africa: With a Focus on Nigeria*, (Fieldstra), pp. 123-130 *African Myths and Legends*, (Arnott), pp. 124-132
See Evaluation of Act. 28 for suggested procedure.	Then let each group dramatize aspects of the family life of the people it studied so that the whole class will get an understanding of the culture. Plan with the students what should be included, such as family structure, rearing of children, religion, and recreation.
Organizing and synthesizing information The teacher should be alert to prevent the misconception that the three groups had equal influence on each other in all parts of Middle and South America.	40. Chart the information gathered from the research begun in Act. 33 about government, laws, education, inventions, and changes.
Inferring and Generalizing For a full statement on this task see the introductory material. Many children cannot deal with large amounts of factual material all at once. For this reason, it is suggested that at first you have the class focus only on parts of the retrieval chart as they attempt to generalize.	41. Using the completed chart as a point of reference, discuss the differences and similarities among the three cultures. Suggested question sequence: 1) Looking only at the first three columns: Land and Climate, Farming and Tools, and Labor, what differences do you notice? What similarities? 2) Are there items that seem to be related to each other? (no domesticated animals-human labor; methods used related to land, climate, and tradition). 3) Looking only at the fourth column, what differences do you see in the occupations? (Yorubas were mainly farmers who also were skillful traders and craftsmen. Aztecs had definite

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
Evaluation Select one or more of the latter questions for students to write answers to. Procedures suggested for Act. 18 may be used.	classes of specialized workers; Spanish were specialized.) 4) How do you account for the difference? (Societies differ in the amount and kinds of specialized occupations needed.) 5) Why did the Spanish have preferences for certain jobs? (Get at the cause of the Spanish attitude for disliking manual labor.) 6) What can you say about the jobs of people? 7) What can you say about language? (simple generalization) 8) What can you say about religion? 9) What differences do you see in the family structure? 10) What can you say about government? education? law? 11) What can you say about what these peoples considered important? 12) Explain any particular differences among these cultures that you notice. 13) What else can you say about these peoples?

Colonists bring their "way of life" with them and attempt to establish aspects of it in the new environment to which they have come. Usually this new culture makes an impact on the native culture. The intermingling, in varying degrees, of the African, European, and Indian cultures sowed the seed for a new culture, that found in Middle and South America. The following sequence (Act. 42 - 51) deals with some of the changes in the traditional cultures of the people who came to a particular part of Middle and South America - colonial Spanish America.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
Students may not be able to find answers to all of these questions on the topic they are investigating. Encourage them to tell where they have looked for the information. It is important for students to realize that data answering questions is not always available.	42. Help the students recall what life was like for the Indians prior to 1492. Have the class jot down in their notebooks statements or summaries about Indian life to help them remember and use this information later. Then have them find out what life was like in colonial Spanish America. Again they should be asked to take notes. What differences do they notice? How would they explain these differences? Suggested study questions: · What kind of work was done? What kinds of jobs existed? · What kind of activities required that work and those jobs to be done? · Of the jobs to be done, what kind of person was most likely to do a particular job? · What new tools, new ways of doing things, and new crops or animals were introduced? What was life like for the poor people who did the jobs? · What did they probably find hard and probably find good about their jobs? · What was life like for the rich person? What work did he have to do? What did he probably find hard and probably find good about his life? · Were there schools? Who ran them? Who could go to them? · What laws did the King of Spain make about: Trade Taxes Religion, land, and the Indians Layout of the towns or haciendas Who could hold an important office Who could come to America

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: *Aztec and Yoruba cultures influenced and were influenced by European conquistadores.*

Notes to the Teacher	Learning Activities
	· Who enforced the laws? · How did people get the things they needed? · What did people do for entertainment? · What else did these people do? Student References: *Knowing Our Neighbors in Canada and Latin America*, (Carls), p. 56 *Understanding Latin America*, (Lindop), pp. 66-76 Teacher References: *Readings in Latin American Civilization*, (Keen), pp. 101-102, 118-128 *This New World: The Civilization of Latin America*, (Schurz), pp. 362-366
Evaluation is located following the Conclusion.	43. Using the information gathered in Act. 42, let the class decide what should be shown in a panel of life during colonial times in Spanish America. Let small groups execute the plans. Use the panels in comparing and contrasting life in town and country. Be sure that Indians, Spanish, and black people are included in the panels. Alternate activity: Examine the picture of a colonial town (*Understanding Latin America*, (Lindop), pp. 69, 70, 72, 85) Let the group responsible tell about life in the town/city.

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
Attitudes, Feelings, and Values	1) How did life differ for Indians, Spaniards, and black people? 2) What did each consider important? Why?
	44. Read a selection to the class on the meaning of the terms mestizo, mulatto, and creole. Student References: *Illustrated Book About South America, The*, (Appel), p. 11 *Knowing Our Neighbors in Canada and Latin America*, (Carls), p. 190 *South America*, (Fideler), pp. 46, 67 *Understanding Latin America*, (Lindop), p. 26
	Focus attention on the various jobs being carried on in the panels developed in (or pictures used) Act. 43. List these. Let students fill in the class of person who would most likely be doing the job. Ask: 1) How many of these jobs existed before 1492? (Refer to notes taken in Act. 42.) 2) Who performed them then? Where? (hacienda, town/city) 3) What other changes are noticeable in the way of life in Spanish America since 1492?

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities

Work	Worker
Digging in mine	Indian, black person, poor mestizo
Plowing field	Indian, black person, mestizo
Storekeeper	Spanish
Government office	Spanish
Landholder	Creole
Viceroy	Spanish
Priest	Spanish and creole

Occasionally the students may be unable to answer a question. It is important for students to realize that they will come across many such questions in their lifetime. They should be encouraged to search continually for evidence relevant to such questions. It should be emphasized that one does not decide a question is unanswerable until one has made such a search.

45. Have the students recall from their past readings what evidence exists to indicate that there was already a shortage of good farmland when the Spaniards came to Spanish America. (Terracing, making floating islands, warring for fertile land.) Ask:

What other agricultural problems existed?

Let the students discuss the contributions of the Indian, Spanish, and black people to agriculture in Spanish America.

Suggested question sequence:

1) What new ideas in agriculture did the Spanish bring to the Indian? What were the results?

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities

2) How did the Indians react to Spanish ideas?
3) What did the Indians contribute to the improvement and development of agriculture throughout the world?
4) What did the black people contribute? (labor, skill, knowledge)
5) What did the Indians and Blacks receive in return?
6) What conclusion can you draw about the contributions of these three groups to agriculture in Spanish America and throughout the world?

Teacher References: *New Found World*, (Shippen), p. 127

Readings in Latin American History, (Keen), pp. 95-99

Optional Activity:

Students who need visual reinforcement of the mixing of agricultural methods might examine pictures in texts to identify and list "Indian Ways," "Spanish Ways," and "Black Ways." Ask:

Can you identify any ways that the Spanish borrowed from the Indians, or that the Indians borrowed from the Spanish, or that either Indians or Spanish borrowed from black people?

46. Inform the class that a labor shortage developed in Spanish America. Let students list as many reasons as they can offer for its development. For example:

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: *Aztec and Yoruba cultures influenced and were influenced by European conquistadores.*

Notes to the Teacher	Learning Activities
	Sickness and death among Indians Refusal of Spaniards to do manual labor Discuss how the need for more labor was met in the colonies. 1) Where were most of the slaves used? 2) What crops did they work? 3) What kinds of work (other than agricultural) did slaves perform? In order to provide information about contributions of black people in areas other than agriculture, read to the students from *Slave and Citizen, the Negro in the Americas*, (Tannenbaum), pp. 8-12, 39-40. Some students may wish to read further on the contributions of Spanish, Indian, and black people to the world. Additional References: *Culture and Conquest: America's Spanish Heritage*, (Foster) *Hello, South America*, (Bowen) *Today's Latin America*, (Alexander) Teacher References: *Readings in Latin American History*, (Keen) *New Found World*. (Shippen)
This would be an activity most appropriate for accelerated students. No simple materials could be found that explain the point of view that	47. Students might discuss the 16th and 17th century enslavement of Indians and black people. Ask: 1) What was the attitude of the Spanish government toward the Indians' rights?

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
the worker should go with the land. However the student should know that the idea was not uncommon in the time of Columbus. Teacher Reference: *Readings in Latin American Civilization*, (Keen), pp. 87-92 Attitudes, Feelings, and Values Developing empathy with people of another time and circumstance Evaluation is located following the Conclusion.	2) Did any Spaniards try to help Indian and black people? Student References: *Living in the Americas*, (Cutright), pp. 454-455 *Understanding Latin America*, (Lindop), p. 83 Teacher Reference: *New Found World*, (Shippen), pp. 133-134, 151-152 Read excerpts from the chapter on slave ships in *Story of the Negro*, (Bontemps), to give students a feeling for the sufferings of the slaves being brought to the New World. Suggested question sequence: 1) What is happening (being described) in this story? 2) Why is it happening? 3) How do these individuals feel? 4) Has anything similar to this ever happened in other stories that you have read? or to someone you know about? 5) How did they feel? 6) Based on what you've read and heard, what can you say about the way people treat each other? Why do you think people treat others as they do? 48. Have the children list the changes that occurred in Spanish America with the coming of the Spanish. For example: Spanish language Catholic religion

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
	Universities founded New crops and animals Introduction of the wheel, carts New masters for the Indian Then discuss: How might the Indians feel about these changes? Explain. What statements can you make about what is likely to happen when people of different cultures meet?
<u>Attitudes, Feelings, and Values</u> Both this activity and the Alternate relate to understanding the feelings of others.	Alternate Activity: Have students report orally on these changes and then role play how an Indian or black man might feel about a particular change. Suggested References: *First Book of Mexico*, (Epstein) *Land and People of Spain*, (Loder) *Today's Latin America*, (Alexander)
<u>Applying Generalizations</u> This Activity will be checked in Unit II, Act. 26.	49. Ask the class to speculate on what might have happened when the Portuguese moved into Brazil and came into contact with the Blacks living there. Suggested References: Appendix

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: *Aztec and Yoruba cultures influenced and were influenced by European conquistadores.*

Notes to the Teacher	Learning Activities
	Filmstrip: *Exploring DaGama's Portugal,* especially *Prelude to Empire and Age of Exploration*
Evaluation is located following the Conclusion.	50. Let the students write an original story, letter, etc., dealing with change, such as: A slave working song An old Indian telling about "days before the foreigners came" A letter from a young creole boy sent to school in Spain A day in the life of an Inca family hiding in Machu Picchu A poem by a weary miner deep in the silver mines A young Indian boy's story of his first sight of a horse An Indian priest telling about the destruction of his temple A black girl describing her love for music A mestizo boy describing life on the hacienda
	51. Ask: For what reason, other than gold, did the Spanish come to the Western Hemisphere? (religion, adventure, conquest) Show the motion picture *Spain in the New World*. Use it and the students' reading to discuss these points: 1) What kinds of work did the padres do in the New World? 2) What laws in colonial times protected the Catholic

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
	Church in Spanish America?
	52. Let the students contribute their findings in a discussion of the influence of the Church in life of Spanish America. Bring out the mixing of Indian and black beliefs and practices with those of the Church. In what ways were any of the beliefs changed or modified?
	Student References: *Illustrated Book About South America*, (Appel), p. 35 *Understanding Latin America*, (Lindop), pp. 81-83
	Teacher References: *New Found World*, (Shippen), pp. 137-139 *Readings in Latin American Civilization*, (Keen), pp. 138-161
Inferring and Generalizing For a full statement on this task see the introductory material.	Conclusion Have each student reread what he wrote in Act. 32 about the people who settled in the Western Hemisphere. Suggested question sequence: 1) What were some of the facts you mentioned? 2) What else have you learned?

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Notes to the Teacher	Learning Activities
	3) What happened when various groups settled in Spanish America? (idea of change occurring, cultural borrowing) 4) What changes occurred in the three cultures studied in this unit? OR Using the panels as focus for a discussion, use the same question sequence.

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Evaluation Exercise

Learning Activity 43

Murals

The following criteria and procedures are recommended for total class evaluation.

1. Inclusiveness

   That is, the extent to which important (predetermined by the teacher) factors in town and country life are included. Note for discussion with the whole class all the important aspects of life (of all three groups) that are omitted. (Objective 17)

2. Ethnocentric factors

   That is, the extent that they assume the standards and perceptions of one or more of the three groups are (or should be) the same as ours. (Objective 9, 10, 11). A check list such as the following could be used:

   a) One example in a panel

   b) Two or more examples in all - one in each or two in one

   c) More than two examples

People Emphasis

The extent to which entries on the panel are about the problems, beliefs, feelings, pleasures, activities, customs, family life, etc., rather than about impersonal items such as utensils, vehicles, houses, equipment. (Objective 11, 14)

a) Nearly all for all three groups

b) Most refer to people but some emphasis on material things that were important to each group.

c) Approximately equal emphasis given to both.

d) Very little. Students typically emphasized material objects rather than people.

Possible Use of Results

1: Note the results on three criteria. If serious omissions and/or a relatively high incidence of ethnocentrism or material emphasis is noted, certain questions can be raised with the class, e.g., "Are you sure we have all parts of the panel as they should be?" or "Can we say we have shown these people as nearly as possible to the way they really were?" or, "Let's check back to our original task. Have we really shown life on the hacienda and in town?"

2. Review the results recorded on the check list occasionally as a source of ideas on points that need to be re-emphasized in later learning activities.

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Evaluation Exercise

Learning Activity 47

Story Comprehension

Students may be asked to write their answers to certain of these questions. Question 4 for example is concerned with an important aspect of the analysis of human behavior which involves a capacity to understand an underlying or implied theme dealing with feelings and attitudes and to apply it in a new situation. The following categories for grouping responses are recommended. (Objectives 5, 9)

1. Responses that deal with the theme of cruel treatment of those who are assumed to be inferior, i.e., the cruelty is associated with racism or prejudice of some kind, e.g., "It's like what the Nazis did to the Jews." or "I read a story about how some Navajo Indians were treated as if they weren't really people."

2. Responses that deal with cruelty of one person to another, i.e., they go beyond the specifics to an aspect of, but not the whole theme, e.g., "It's like the story in the paper about some people who beat their children."

3. Responses that describe an event which parallels a specific from the Story of the Negro, e.g., "I once read a story of some people who were squashed into a small room." Or, "I once heard of someone who was beaten and given very little food."

Possible Use of Results

1. Note in a column opposite each student's name the group (1,2 or 3) into which his response places him. This record may be compared with one prepared in Unit II, Act. 10.

2. Note the numbers in each group and if, for example, half or more are in the 3 group, some immediate steps may be taken by, for example, asking, "What do all these sentences you have written have in common?" Then, moving from there to the theme and to examples of this kind of behavior.

Also note changes in the size of the lowest (3) and the highest (1) groups for comparison with results of Unit II, Act. 10.

UNIT I

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Evaluation Exercise

Learning Activity 49

Applying Generalizations

The categories listed below may be applied either to individual pupils - if each is asked to write his answer - or may be noted as they occur in class discussions, through use of a check list. (Objective 5, 8)

1. Use of the intended generalization? Is this clear (e.g., "They would both change their ways."), or must it be inferred by the teacher (e.g., "Things would be different.")?
2. Use of a different but appropriate generalization? Is this clear? e.g., "They would probably think they were strange."
3. Use of generalizations which are inappropriate or over-generalized. Is the usage clear? e.g., "They'd all get rich." "They would teach them the right way to live."
4. An answer in highly specific terms, e.g., "They'd give them beads." "They'd shoot them."
5. Answers which are based on pupil's own experiences or reactions, e.g., "I wish I was there." "When we moved, our furniture got lost."
6. Answers which indicate inability to deal with the problem or reaction.

Possible Use of Results

If this exercise is repeated frequently when pupils are asked to apply generalizations, their growth can be noted. Particular notice should be given pupils who are unable to respond at all since they are likely afraid to attempt such questions and may need encouragement. Although responses in categories 4 and 5 above should not be discouraged, one would expect children to show increasing frequency in categories 1 and 2 as the year progresses.

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Evaluation Exercises

Learning Activity 50

Written Stories

A number of different criteria could be used to evaluate the stories. For evaluation purposes a particular title would be assigned to all students, e.g., "A mestizo boy describing life on the hacienda," and a particular format should be selected, e.g., "stories." Some teachers may wish to discuss beforehand the kinds of things which might be included in the story. Others may simply wish to announce the task, briefly clarify any problems that arise and then, apart from a further reminder of the task, have students start writing. The results will be different in either case but it should still be possible to apply one or more of the following criteria:

1. Variety and Emphasis (Objective 17, 18)

   a) How many different points are included?

   b) How many of these are accurate?

   c) How many of the important (pre-determined by the teacher) points are included or, which important ones are omitted?

2. Abstractness (Objective 4)

   How many of the accurate statements are expressed in specific terms, e.g., "skin a cow;" in more abstract terms, e.g., "learn to farm;" or in still more abstract terms, e.g., "be proud to help my family."

3. Feelings and Attitudes (Objective 9, 14)

   As a separate analysis arising out of the analysis of Abstractness a note could be made of the number of times feelings and/or attitudes are mentioned.

4. Ethnocentrism (Objective 9, 10, 11)

   a) Note the number of inappropriate forms of expression and/or details that are based on the assumption of similarities in attitudes and way of life between Africans and ourselves that do not exist.

   b) Note the number of patronizing or critical comments that indicate a form of ethnocentrism.

5. Precision/Qualification (Objective 16)

   Note the number of clauses that qualify or modify the principal clause by explaining or clarifying it, e.g., "I watch my father skin the animal because ..." or, "I take the grain that ..." Indicators of these are such words as who, which, that, because, so that.

6. Comparisons (Objective 2)

   Note the number of comparisons that are made between the boy and other people pupils have read or heard about, or people of other cultures including their own.

MAIN IDEA: CULTURES CHANGE IN VARYING DEGREES WHEN THEY COME IN CONTACT WITH ANOTHER CULTURE.

Organizing Idea: Aztec and Yoruba cultures influenced and were influenced by European conquistadores.

Evaluation Exercises

7. Story Construction (Objective 17)

   a) The degree of coherence the story has. At the lower end of the range would be a listing of discrete, or relatively discrete, items and at the upper end a well balanced and coherent statement. Three broad groups of stories (top, bottom, the rest) could be formed and then further subdivisions of each of these groups made as they seem appropriate.

   b) The continuous relevance of the items in the story. Some children's stories wander away from the topic while others keep consistently to it. Again, to start with, two extreme groups and "the rest" can be formed.

Possible Use of Results

The method of analysis used and the interpretations of it depend on the objective of the teacher.

To analyze the quality of the content in children's stories a teacher could:

1. a) Add up the number of different (and accurate) activities mentioned by each child and give bonus points for each abstract term (this will usually include attitudes and feelings), and for each comparison and each qualification, with points taken off for ethnocentrism.

   b) Use the scores to place the stories in 4 or 5 groups; the 2 or 3 best ones, the 2 or 3 worst, the 6 or 7 in the next best and next worst groups, and the 11 or 12 in the middle.

   c) Record scores for future comparisons; note inaccuracies and ethnocentrisms for specific and immediate remediation. Note level of abstraction, and the incidence of comparisons and qualifications for broader treatment through discussions over a period of time.

2. Underline each abstract term, each comparison and each qualification and check each inaccurate and ethnocentric term and then, also considering factors under 7 above, put them in groups by a general inspection of the papers. The suggestions in 1 c above could then be followed.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Forming hypotheses (8)

f. Sensitivity to feelings and thoughts of others (9)

g. Comprehension of concepts and generalizations about Middle and South Americans and their environment (17)

h. Use of map skills (19)

Note: Although these objectives are stressed particularly in this unit, the teacher should implement additional objectives in the master list where appropriate.

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Contributing Idea:

1. The wide variety of characteristics found among the countries of Middle and South America reflects the varied cultural backgrounds of the peoples who settled in them.

Content Samples:

Contemporary Mexico
- African influence
- Indian influence
- Spanish influence
  - Workers
  - Jobs
  - Tools
  - Products
- Recreational activities
- Art forms and aesthetic contributions
- Rural vs. urban life styles
- Standard of living

Argentina
Bolivia
Brazil
Chile
Costa Rica and Guatemala
Peru
Venezuela
West Indies - Haiti

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Contributing Idea:

2. The countries of Middle and South America share many aspects of their heritage.

Content Samples:

Language
Religion

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

The objective of Unit II is to establish in the minds of the students that the countries of Middle and South America are separate and unique. The geography, economics, and governments of these countries will be examined more closely in Units III, IV, and V.

Mexico has been selected to be studied by the total class to set a pattern for the study of other countries of Middle and South America. In addition, Mexico is a large and important neighboring nation, and one with which many students have close ties.

Suggested Organization of the Class

Opener-Act. 8

Total class studies modern Mexico

1/4 present rural landowner

1/4 presents rural Indian

1/4 presents the city wealthy class

1/4 presents the city worker

Class evaluates presentation

Act. 9-Act. 21

Total class identifies Indian and Spanish influences in modern Mexico

Act. 22

Committee on Brazil

Committee on Argentina

Committee on other countries (e.g. Haiti, a black culture, Bolivia, Peru, Guatemala, Costa Rica)

Act. 23-Act. 32

Total class exchanges, organizes, and interprets information. Identifies influences from various groups.

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities

The students of the intermediate elementary grades should become aware of the fact that in most cultures (ours included), being born into a particular class gives an individual privileges (such as the opportunity to accumulate wealth, to be educated, or the like). They need to see also that cultures differ in the degree to which opportunities for training and channels of advancement are open. The following sequence (Opener-Act. 13) explores the way of life of several groups in Mexico.

Opener

The purpose of the Opener is to assess what the students know about Mexico and whether or not they draw upon ideas developed in Unit I to make reasonable inferences.

Applying Generalizations This task provides the opportunity for students to apply previously learned generalizations to a body of data to infer what might logically occur in a new situation. This process of inferring consequences through applying previously learned generalizations encourages students to support their speculations with evidence and sound reasoning. (See introductory material for a full statement on this task.)

Opener

Display a map of Middle and South America. Focus attention on Mexico. Let the students complete the following statement in writing.

> If I moved to Mexico I would have to adjust to differences in . . .

Examine the students' writings for evidence of good inferences, misinformation, overgeneralization, and prejudice.

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
Evaluation See Unit I, Act. 18, 49, 50 for procedures which may be adapted for use here. The purpose of the activity is to alert the students to the level of industrialization in Mexico.	Development 1. Tell the class you are going to show them a motion picture about Mexico. Ask them to take notes on: • What the people of Mexico do to earn a living • What people perform which jobs • What tools they use Show one of the following: Motion Picture: *Mexico the Land and the People* Filmstrips: *Industrial Revolution, The* *People of Mexico, The* Have the students enter their observations in their notebooks. Alternate Activity: If the motion pictures or filmstrips are not available, have the students examine the pictures in their books for information on the same points.

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
Developing Concepts Save the chart for use in Act. 4. Evaluation See Unit I, Opener.	2. List on the chalkboard the jobs that the students observed. Ask them to suggest jobs and activities that seem to belong together. Ask them to label the groups of jobs and activities that belong together. Begin a chart of workers, using the labels the students suggest. Leave space on the chart for later addition of class. For example:

Workers	Which Group (Indian, Mestizo)
Farm workers Industrial workers Traders People who perform services Landholders Professional people	

A sound filmstrip is helpful for students who have difficulty reading. A daylight filmstrip projector and a record player with earphones will be needed.	3. Have the students read or look at filmstrips to gain an overall view of the different groups of people they identified in Act. 2. To prevent them from becoming bogged down in details, they may be asked to jot down their impressions in response to a rather general question such as, "What are the people like?" During this rather unstructured reading, they may well find additional groups, such as miners and office workers, to add to their chart.

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
	When the teacher judges that the students have a broad and general picture, they should be asked to return to the same references for detailed information to answer to the following study questions. · Which people (Indian, mestizo) do the different kinds of jobs? · How do the tools/training differ for various jobs? · In what parts of the country are these workers found? What is the land like? · How does life differ for these various workers? (conveniences, education, recreation) · Which products are used almost entirely in Mexico? What products are exported? · Which cultures can be seen in the language, art, architecture, religion, music, and family structure?
	Suggested References: *Art of Ancient Mexico, The*, (Glubok) *Away to Mexico*, (Nevins) *Book to Begin on, A: The Indians of Mexico*, (Farquhar) *Conchita and Juan, Girl and Boy of Mexico*. (Schloat) *Enchantment of America: Mexico*, (Wood) *First Book of Mexico, The*, (Epstein) *Gods of Mexico, The*, (Burland) *Knowing Our Neighbors in Canada and Latin America*, (Carls) *Land and People of Mexico, The*,(Larralde) *Land of the Mayas*, (Beals) *Let's Travel in Mexico*, (Geis) *Mexican Mural*, (Hobart) *Life World Library: Mexico*, (Johnson). For accelerated students.

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities

Suggested References: (Continued)

Mexico A to Z, (Meynier)
Mexico in Pictures, (Hall)
Mexico: Land of Eagle and Serpent, (Ross)
Mexico: Land of the Plumed Serpent, (Grant and Werner)
Picture Map Geography of Mexico, Central America, and the West Indies, (Quinn), pp. 3-12
South America, (Fideler), pp. 57-118
Understanding Latin America, (Lindop), pp. 107-128
World View, A, (Sorensen), pp. 279-289

Filmstrip: *Land of Mexico, The*
Sound Filmstrip: *Living in Mexico: A City*

Teacher Reference: *Tepoztlan, Village in Mexico*, (Lewis)

4. Refer to the chart started in Act. 2. Recall the various groups of people that exist in Mexico. Have the class fill in the right-hand column with the names of the groups of people who perform these tasks. (For example: Indian, mestizo)

Locate on land use maps the land areas associated with the major occupations.

Suggested References: *Living in the Americas*, (Cutright and Jarolimek), p. 495
Knowing Our Neighbors in Canada and Latin America, (Carls), pp. 26, 136

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
	Suggested References: (Continued) *South America*, (Fideler), pp. 70, 80, 89, 98, 112 *Understanding Latin America*, (Lindop), p. 114 *World View*, A, (Sorensen), p. 280
	5. Have the students compare the map of land use with the map showing the distribution of population. Ask: Do you notice any relationship between certain activities and density of population?
Evaluation See Unit I, Act. 4 for suggested procedures which may be adapted for use here. Evaluation See Unit I, Act. 18.	6. Hold a class discussion on life in rural Mexico. Contrast with life in urban Mexico. (This discussion could be built around the life pattern connected with two crops: 1) a subsistence crop, such as corn; 2) a commercial crop, such as cotton.) Suggested question sequence: 1) What differences did you notice in the ways of working between the farmer who raises corn and the worker on a large, modernized farm? 2) What problem does the Indian/poor mestizo farmer have in education? Recreation? Medical care? 3) How does the participation of the family in the work differ in the two families (Indian farmer, modern farmer)? 4) What advantages does the city offer that are not found in rural areas?

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
Inferring and Generalizing Draw upon the information gathered from films and readings to plan this activity. The purpose is to show the contrasts 1) between the rural life and city life, 2) between rich and poor, and 3) between the old and the new. Evaluation See Unit I, Act. 28. Planning is required so that a real contrast is shown. If children are left entirely free, too many will choose to depict the life of the Indian farmer, giving a one-sided impression of life in Mexico.	7. Show students two films or filmstrips describing life in rural and urban Mexico. Have the class compare and contrast what they see by asking the following questions: What does each film describe? In what ways are the descriptions different? Similar? How would you explain these differences and similarities? Motion Pictures: *Mexico: Part I Northern and Southern Regions* *Part II Central and Gulf Coast Regions* *Mexico City* *Tepotzlan: Mexican Village* Let four groups of children plan a dramatization to show a day in the life of: Rural Mexico an Indian family in an isolated Indian village a family of a large land-owner Urban Mexico a family of a rich city-dweller a family of a poor city-dweller Encourage the various groups to organize their information and report it in different ways. For example, one group might use dramatization; another a flow chart of pictures; or another, a home made movie.

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
	The remainder of the class should evaluate carefully whether the group has presented accurate information and selected important aspects of living.
Evaluation See Unit I, Act. 50.	8. Have the students write on one or more of the following: • What was hard and what was easy in the life of the family his group presented • What a member of a particular family might like or not like about his way of life • Ways in which the life of the family his group presented is different from or similar to the life of his own family Have the class enter these in their notebooks.
Leave space on chart for additional items.	9. Select a number of aspects of Mexican life the students showed in their presentation. Ask whether these show a Spanish or Indian influence. Chart these replies:

Indian Influence	Spanish Influence
Language in some Indian villages	Language in cities, towns, courts
Corn basic food	Horses, burros, cattle
Small plots of land	Religion
Simple furnishings	Large rural estates
Open markets	Lavish furnishings
	Clothing
	Bull fights

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
Attitudes, Feelings, and Values Developing empathy for people facing changes in established ways. Evaluation See Unit I, Act. 47 and 50 for procedures which may be adapted for use here.	10. Show the motion picture *Mexican Boy: The Story of Pablo*. Ask the class to list in their notebooks evidence of the strong family ties in the Mexican family and the sacrifices family members make for each other. Have the class refer to their previous learnings to recall the kinds of jobs family members do on the farm. Discuss the changes that would occur in these jobs if Pablo's family were to move to the city. For example, a family that helps father in the fields could not help him at his job in a factory; the girls might work outside the home. If it seems possible, discuss also how these changes might effect customs (such as the chaperoning of girls). How might the older people feel about this? The younger people? Alternate Activity: If the above film is not available, read the story of the same title, or show one of the following: Suggested References: *Corn Grows Ripe*, (Rhoads) *Mexican Boy: The Story of Pablo*, (Behn) *Two Uncles of Pablo, The*, (Graf) Motion Picture: *Mexican Boy: The Story of Pablo* Filmstrip: *Mexico: Families of the World*

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
	Ask: • In the films or reading, did you see/read about many persons who claimed to be all Spanish? If so, what did they do to earn a living? Where did they seem to live? • What did most of the Indians do to earn a living? Where did most of them seem to live? • What kinds of jobs were the mestizos doing? Where did they seem to live? Bring out the point that the mestizo can be found in positions of responsibility in Mexico (for example, President, Ambassador to the United Nations, head of important institutions). Let an interested student check to see if he can find out whether the present president is Indian, mestizo, or Spanish. • What differences have you noted by now in the ways various people in Mexico earn a living? How would you explain these differences?
Evaluation See Unit I, Act. 18.	12. Invite a child or adult who has lived in Mexico to tell the class what life was like in Mexico as he/she remembers it, and how it was different from or similar to life in his or her community in the United States.

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
	13. Reading of fiction often gives students a fuller picture of the life and an appreciation of the feelings of a people. Interested students might read further. Suggested References: . . . .*And Juan*, (Shannon). Easy. *Carlos of Mexico*, (Cavanna). *Corn Grows Ripe, The*, (Rhoads). *Golden Bird, The*, (Garst). Teachers recommend this book for reading to the class. *Juan's Adventures in Mexico*, (Kohan and Weil). Contrasts educational opportunities in rural and city communities. Easy. *Quetzal Feather, The*, (Duncombe) *Two Uncles of Pablo*, (Behn). Portrays two standards of living.

The heritage of a people is reflected in the art forms of the culture as well as in the daily life. In the following sequence (Act. 14-21), the students are given an opportunity to note the Spanish and Indian influences in Mexican art.

	14. Show the motion picture *Mexico's Heritage*. Have the class list all the Spanish and Indian influences in Mexico that they notice: Motion Pictures: *Arts and Crafts of Mexico, Part I* *Arts and Crafts of Mexico, Part II* *Mexico's Heritage*

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
	15. Display Mexican art and craft work. Let the children examine these for Spanish and Indian influences and for ways in which Mexicans show their love for beauty in everyday living. Do they see influences from any other culture? Sources: Local museums Residents of the community who have lived or traveled in Mexico Alternate Activity: Display pictures of buildings, art work, or let the students examine their books on Mexico to point out Spanish and Indian influences.
	16. Read about Diego Rivera and Jose Orozco in an encyclopedia or any other available source. If possible, exhibit reproductions of some of their work. Have children examine these to see how the artist pictures the history of his country and the life of the Indian. Suggested Reference: *Mexico*, (Hancock), pp. 110-114 Filmstrip: *The Artistic Revolution in Mexico*

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
These recordings are by authentic Mexican artists (Trio Tariacuri, Tito Guizar, and Los Gavilanes). If they are not available, secure the same songs by artists of the United States.	17. Listen to some recordings of music from Mexico. Suggested Recordings: *Adios, Chaparrita*, Victor 23-0244 *Alla' En El Rancho Grande*, Victor 32858 *Cielito Lindo*, Spanish Music Center 2501 *La Golondrina*, Spanish Music Center 2502 If a recording of Mexican Indian music is available, let students compare the above music with the Mexican music we usually hear. Does it sound more Indian or Spanish? Suggested Reference: *Mexico*, (Hancock), pp. 106-110
Enjoying the songs and dances of a country helps a child identify with its people. Help the students differentiate between modern and folk music, dances, and costumes. Many children gain the impression that the Spanish folk dance is the modern dance of Mexico. Evaluation See Unit I, Act. 18.	18. Teach selected dances. Dance References: *Physical Education for Elementary Schools*, (Neilsen, et al) *Regional Dances of Mexico*, (Johnston) Optional Activity: Compare some of the Mexican songs and dances with currently popular songs and dances. Ask: 1) In what way are these songs and dances different? Similar? 2) How would you explain these differences and similarities?

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
	19. Read some of the folk stories of Mexico. Can the students tell whether this is an Indian or Spanish tale? If so, how? Suggested References: *In Mexico They Say,* (Ross) *King of the Mountains, The: A Treasury of Latin American Folk Stories.* (Jagendorf) 20. Display the flag of the United States, a dollar bill, stamps, etc. Ask: How do these emblems/issues of our government show pride in our history and people? Display the flag of Mexico (or picture of flag), stamps, seal, etc. Ask: How do these show the pride of the people of Mexico in their history? OR Plan a celebration of September 16 (the Mexican "Fourth of July"). Let students display and use some of the symbols mentioned above. Optional Activity: Hold a class discussion on why pride in their nation's history is important to a people. Is there such a thing as a people having too much pride?

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
Be sure that your class understands what "heritage" means. Evaluation See Unit I, Act. 18.	21. List on the board many of the Spanish and Indian influences on Mexican culture which they have noted. Then hold a class discussion on the following questions: • To what extent is the heritage of a people reflected in their art forms? • What other ways might we learn about the heritage of a people?

While the countries of Middle and South America share much of the same background, they remain distinct countries with unique ways of life. Act. 22-31 compare and contrast these divergent cultures.

To prevent students from excessive focusing upon particular details (before they have much of an impression about what life is like in their country), it is suggested that before assigning study questions, you ask them to read to gather impressions on a more general question, such as "What were the people like?" (Review Act. 3)	22. Let each committee read widely about the country that they have selected. As these committees read, they should also develop materials such as graphs or maps that will be needed when the students begin to pool their information. Suggested study questions: • What different kinds of work do the people do to earn a living? • What different kinds of people (Indian, white, black, mixed) do we find doing these jobs?

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
It takes considerable time to gather information to answer these study questions. It is therefore recommended that the activities that follow (Act. 22-31) be interspersed with class and library periods of research during which students, individually and in committee, search for information on the study questions. Committee work represents ongoing research to gather information that will be shared with the rest of the class at a later date. It is not intended that study questions be completed in a single class period.	• In what areas do most of the people live? • What are the main products the country sells to other countries? • Which cultures are represented in the language, art, architecture, religion, and music of the country? • What is the structure of the family? For example: Who is the head of the family? Who is included in the family? • What kinds of work do different members do? • How do the people educate their children in the city? In the rural areas? • What do the people do for recreation in the city? In the rural areas? • What problems exist? • What changes are taking place in the country?

Some books are particularly useful for the students and have material on almost every country selected for study. They are:

First Book of South America, The, (Carter)
Hello, South America, (Bowen)
Knowing Our Neighbors in Canada and Latin America, (Carls)
South American Handbook, The, (Davies)
Statesman's Yearbook, The, (Steinberg)
Understanding Latin America, (Lindop)

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher

The next section of this main idea follows the pattern established for the study of Mexico, Unit I, Act. 33, except that student committees will be responsible for gathering information about the various countries the class selects for study. After completing their reading assignments, each committee should report on its country, being responsible for giving information on the questions suggested in Act. 22. The motion pictures should be seen by the whole class. In discussing the questions, the appropriate committees could make comments on important points, and then the various countries can be compared, question by question, by the class as a whole.

Establishing the committees

I. Group children for committee work. The following guide might be used:
   1) consider sociometric patterns
   2) include range of skills in each committee (reading, writing, reporting)
   3) avoid two leaders in the same group
   4) distribute unchosen or difficult students in groups with stable and outgoing ones

II. Committees select chairman and discuss which country they would like to study. If selections do not work out, let them draw lots for choosing countries. Some exchanges may be necessary to maintain class interest and morale.

   The procedure of first setting up committees then selecting a country preserves good group patterns as well as interest choices. Both steps are necessary for productive committee work.

III. Teacher discusses with class general procedure for committee work. This will include the following:

   1) assigning space for the committee to work
   2) where reference materials are to be found
   3) how reference materials are to be shared
   4) how to work so as not to disturb other committees
   5) basic procedures necessary for getting the job done

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Country	Authors and Pages or Whether Reference is Made					
	Carter	Bowen	Carls	Davies	Steinberg	Lindop
Argentina	pp. 70-76	yes		yes	yes	pp. 317-341
Bolivia	pp. 33-38	yes		yes	yes	pp. 266-278
Brazil	pp. 49-65	yes		yes	yes	pp. 384-388, 394-421
Chile	pp. 76-81	yes		yes	yes	pp. 290-314
Costa Rica and Guatemala	no	no	pp. 73-75	yes	yes	pp. 151-154
Peru	pp. 29-33	yes	pp. 176-190	yes	yes	pp. 259-265
Venezuela	pp. 12-17	yes	pp. 161-168	yes	yes	pp. 214-225
West Indies - Haiti	no	yes	pp. 80-83, 91-93	yes	yes	pp. 180-182

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities

Additional student references, organized by topic, follow. (Teacher references for general background are at the end of the activity. Specific teacher references are listed under topics).

ARGENTINA

Books:
Chucaro, Wild Pony of the Pampa, (Kalnay). Fiction
Enchantment of South America: Argentina, (Carpenter)
Getting to Know Argentina, (Olden)
Land and People of Argentina, The, (Hall)
Pepe of Argentina, (Cavanna)

Filmstrip:
The Pampa: Heartland of Argentina

BOLIVIA

Books:
First Book of Bolivia, The, (Carter)
Khasa Goes to the Fiesta, (Sotomayor)

Filmstrips:
Bolivia - Land in the Sky
Countries of the Andes, Part A and Part B
Highland People of Bolivia

BRAZIL

Books:
Brazil, (May)
Brazil, Awakening Giant, (Seegens)
Brazil in Pictures, (Egan)
Enchantment of South America: Brazil, (Carpenter)
First Book of Brazil, The, (Sheppard)
Getting to Know Brazil, (Breetveld)
Hello Brazil, (Bowen)

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities

BRAZIL (Cont'd.)

Books:
Jungle Family, (Dahl)
Land and People of Brazil, The, (Brown)
Let's Visit Brazil, (Caldwell)
Life World Library: Brazil, (Bishop)
My Village in Brazil, (Gidal)
Our Neighbors in Brazil, (Caldwell)

Teacher Reference: *Negroes in Brazil*, (Pierson)

Filmstrips:
Amazon Village
Buenos Aires: A Modern Metropolis
Life in the Tropical Forest

CHILE

Books:
Getting to Know Chile, (Breetveld)
Land and People of Chile, The, (Bowen)
Let's Visit Chile, (Caldwell)

Filmstrips:
Chile: An Industrializing Nation
Chile: Between Mountains and the Sea

COSTA RICA AND GUATEMALA

Books:
Caribbean Lands, (Augelli)
Eyes for Chico, (Coxhead). Fiction
First Book of Central America and Panama, (Markun)
Magic Money, (Clark). Fiction
Our Neighbors in Central America, (Caldwell)
Santiago, (Clark). Fiction

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities

COSTA RICA AND GUATEMALA

Filmstrips:
Costa Rica - The Rich Coast
Costa Rica Today
Guatemala Today
People of Guatemala

PERU

Books:
Art of Ancient Peru, The, (Glubok)
At the Palace Gates, (Parish). Fiction
Felipe's Long Journey, (Sorenson). Fiction
Getting to Know Peru, (Halsell)
Land and People of Peru, (Bowen)
Lucho of Peru, (Cavanna)
Peru in Pictures, (Masters)
Peru: Land of Treasure, (Peck)
Ride the Cold Wind, (Surany). Fiction
Secret of the Andes, (Clark). Fiction

Motion Picture: *Peru*

Filmstrips:
Countries of the Andes
Inca Lands in Peru
Life in the High Mountains
Peru - Land of the Incas

VENEZUELA

Books: *Let's Visit Venezuela,* (Caldwell)

Filmstrip: *Venezuela - Land of Progress*

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities

WEST INDIES - HAITI

Books:

Burning Mountain, (Surnay). Fiction
Caribbean Lands, (Augelli), pp. 293-306
First Book of the West Indies, The, (Hughes)
Getting to Know Puerto Rico, (Rollins)
Let's Visit the West Indies, (Caldwell)
Maria and Ramon, (Schloat). Fiction with photographs.
Our Neighbors in Central America, (Caldwell)
Young Puerto Rico, (Manning)

Filmstrips:

Haiti and the Dominican Republic
Puerto Rico

Motion Picture:

West Indies: Geography of the Americas

Teacher References: General

Readings in Latin American Civilization, (Keen). Quotes from the writings of the times. Well organized. Excellent teacher reference.
Story of the Negro, The, (Bontemps)
Studying South America, (Kenworthy)
Tepoztlan, Village in Mexico, (Lewis)
This New World: The Civilization of Latin America, (Schurz)

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
Evaluation of the charting. Note the extent to which the categories decided upon permit all data to be included. See Unit I, Opener for basis of evaluating the categories.	23. Have the class decide on a way of organizing the information they have found so that likenesses and differences can easily be seen.

Country	People	National Language	Family Structure	Centers of Populations	Work of People	Chief Exports	Chief Buyer	Imports
Brazil	Portuguese African Indian European Mixed	Portuguese	Father head Relatives all part of family	Rio de Janiero	Farming Manufacturing Profession	Coffee Cotton Hides Tobacco Lumber	U.S.A. and United Kingdom	Machinery Gasoline Oil Chemicals Food
Argentina	Spanish German Italian Other Europeans Mixed	Spanish						
Haiti	African Mixed (with French)	French						

Note: Space does not permit including all headings a class may decide to use. The number may need to be reduced for some classes. Several teachers have found it helpful to have the students prepare individual grids (14" by 18") with headings (as shown in class chart) that can be filled in. Each member of a committee who had pertinent information on his assigned country entered it on his chart before any general sharing began. As the class chart was filled in, each student then added information to his own personal chart. These organizational charts were constantly referred to in discussions that followed.

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
Inferring and Generalizing Evaluation See Unit I, Act. 18.	24. Each committee might begin murals that can be added to throughout the study of the countries of Middle and South America. 25. After the specific information has been charted and discussed, the class could attempt to draw some general inferences. Some of the relationships students may be able to make might be between: • High percentage of Indians and under-development of the country • Small farms and an impoverished way of life • The language spoken in the countries and the origin of the early colonizers • The product a country has to sell and who the logical customer would be
Point out to the class that immigrants from many European countries came to Middle and South America. Many children seem to think that all those who left Europe's shores emigrated to the United States.	26. Recall from Unit I that as soon as the Spaniards came there was immediate mixing of the races. In which countries do the races seem to mingle today? To what extent? Let the various committees indicate whether this is true of all the countries studied. Then have the class check the speculations they made in Act. 49 in Unit I. Would they change them in any way? Why?

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
Brazil and the Vanishing Negro is much too long for sixth-graders. Exhibit only the first half, showing the coming of the black man to Brazil and his contributions to Brazilian culture.	27. Recall from Unit I the sufferings experienced on slave ships by slaves being brought to the New World. Then have one student report orally to the class on the importance of black slaves in Middle and South America. Suggested References: *Bico, A Brazilian Raft Fisherman's Son*, (Forman) *Brazil*, (Webb), pp. 43-45, 91 *First Book of Brazil, The*, (Sheppard) *Life World Library: Brazil*, (Bishop), pp. 54-55, 84-86 *Today's Latin America*, (Alexander), Chap. 2 Teacher References: *Negro in Brazil, The*, (Ramos) *Negroes in Brazil*, (Pierson) *Slave and Citizen, the Negro in America*, (Tannenbaum), pp. 8-11, 38-41, 90-91 Motion Picture: *Brazil and the Vanishing Negro* 28. Let a student who has read *Juan's Adventure's in Mexico*, (Kohan and Weil) tell about the Indian boy's desire for learning. Is it important for him and his country that he go to school? Explain. Alternate Activity: If the above book has not been read, let the students pretend to be young Indian or black boys/girls.

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
	Have them write on their dreams. For example: Someday I'll . . . Once I heard about . . .
It is important that any title selected be limited enough to require a student to focus on a specific point For example, a title "Mexico" is too vague. In contrast, "New and Old in City Life" is specifically focused. Evaluation is located following the Conclusion.	29. Let students make picture postcards (accordian folded type) that show contrasts within the country they studied. The titles might be: New and Old City Life (Showing transportation, housing, etc.) Work in the City; Work in the Country Homes of the Rich; Homes of the Poor Old and New In Country Life
	30. Read several folk tales from Middle and South America to the class. Include one from Spain and one from Africa as well as an Indian tale. Suggested References: *Anansi, the Spider Man*, (Sherlock) *Folk Tales of Latin America*, (Newman) *In Mexico They Say*, (Ross) *King of the Mountains, The*, (Jagendorf) *Tales from Silver Lands*, (Finger) *Warrior and the Princess, The, and Other South American Fairy Tales*, (Obligado) Ask: Where have you heard of Anansi before? Trace how the stories were brought to the lands of the sugar plantations. In what countries would you not expect to find Anansi? Why not?

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
Applying Generalizations Evaluation See Unit I, Act. 49 for procedures which may be used here.	31. Present students with any one of the following possibilities. Ask: What do you think might happen if... • A rich city dweller in Mexico City were to move to another large city in Middle or South America? • A poor city dweller in Mexico City were to move to another large city in Middle or South America? • A poor farmer living in rural Mexico were to move to a rural area in another country in Middle or South America? • A wealthy land owner in rural Mexico were to move to a rural area in another country in Middle or South America?
	32. Examine the chart in Act. 23. List those things the Middle and South American countries have in common (e.g. religion, strong family ties, formal manners, etc.).
	Conclusion Let each committee plan an "I Am A (Brazilian, etc.) Day". Have each committee plan to show what they think are the most important aspects of life in "their" country. Give each group the responsibility of showing why its country has certain characteristics.

UNIT II

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Notes to the Teacher	Learning Activities
	Tell the students to watch to see • At least one way (Brazil) is different from the country he studied • At least one way (Brazil) is like his country Following each presentation, let the committees meet for three or four minutes to consolidate their ideas on likeness and differences. After the presentations are complete, ask: • When you think about the countries of Middle and South America, what can you say about their likenesses and differences?
Evaluation See Unit I, Act. 18.	

MAIN IDEA: THOUGH ALL CULTURES POSSESS CERTAIN UNIQUE FEATURES, THEY ARE ALSO SIMILAR IN A NUMBER OF WAYS.

Organizing Idea: The countries of Middle and South America, though distinctive in many respects, possess many similarities.

Evaluation Exercises

Learning Activity 29

Attitudes, Feelings, and Values

Questions such as these, particularly numbers 2 and 3, are especially useful in assessing feelings and attitudes. Each pupil may be asked to write his answers to one or more of the questions prior to discussion of them or a check list may be used to record instances during class discussions. In either case, the following criteria are suggested:

1. Ethical Concern (Objective 9, 10, 11)

   The following categories may be used to group or note responses.

   a) Expedient The problem is solved as easily as possible without regard to ethical concerns or by referral to other authority, or by fantasy, e.g., "They'll be good friends again." "The owner should settle it." "Maybe Esteban will get to be governor and Chakoh will be sorry."

   b) Acceptance of rules Adherence to particular rules is considered the desirable solution, e.g., "He should say he's wrong." "Chakoh should be nice to him."

   c) Concern for participants An attempt to reconcile opposing viewpoints, e.g., "They should talk about how they feel." "Somebody could help them understand what happened."

2. Sympathetic Response (Objective 9, 10, 11)

   a) Punitive toward person(s) involved, e.g., "Chakoh is just mean." "Esteban should get even with him."

   b) Neither punitive nor sympathetic.

   c) Sympathetic or supportive of person(s) involved, e.g., "Chakoh was mean because he had been taught that to be free was more important than anything."

3. Rationality (Objective 7, 8)

   The degree to which "problem solving" is applied to the situation.

   a) Only one solution is suggested throughout the series of questions. Pupil gives no evidence of awareness that his solution may be imperfect or that others of equal merit are possible.

   b) Pupil indicates two alternative solutions without elaboration.

   c) Pupil indicates more than two possible solutions and/or indicates willingness to consider other options.

Possible Use of Results

Comparisons may be made with similar exercises later in the year. One would, in general, hope to see substantial increases in frequencies in the latter categories of each criterion indicating that pupils become more "ethical" in the sense of progressing from simple expediency to acceptance of rules to concern with the implications of rules for those involved and that they become more sympathetic to persons in a conflict situation and more flexible in developing solutions.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this guide. The number in parentneses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefuily before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Forming hypotheses (8)

f. Comprehension of concepts and generalizations about Middle and South Americans and their environment (17)

g. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: *The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.*

Introduction: The purpose of Main Idea III is to organize information on the geographical features of Middle and South America, and to suggest how the geographical features and the human and natural resources of the area influenced material prosperity. In particular, a people's standard of living is related to the wealth/poverty of natural resources, the know-how of the workers, and the values of the people.

Much of the information referred to in this unit will have been read earlier and needs only to be recalled. Some aspects deserve further study, in greater depth than the average text presents, however, and the bibliography at the end of the guide should be consulted.

Caution: Every effort must be made to help students realize that different people have different values. Judgements should not be encouraged about what is "good" or "bad" about other people's standard of living. Rather the focus should be on the needs of the people concerned as <u>they</u> themselves see them.

Contributing Idea: 1. Many of the physical features of South America do not coincide with political boundaries but are part of a larger system.

Contributing Idea: 2. Regions having similar climates and soil tend to produce the same crop.

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Contributing Idea:

3. The climate of an area is largely determined by the interaction of a number of natural conditions:

   Latitude
   Altitude
   Ocean currents
   Winds
   Nearness to water
   Mountain ranges

Contributing Idea:

4. Trade is a means countries use to acquire goods they lack.

Contributing Idea:

5. A country's material prosperity is greatly influenced by its degree of technological development.

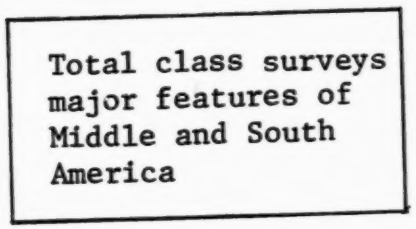
UNIT III

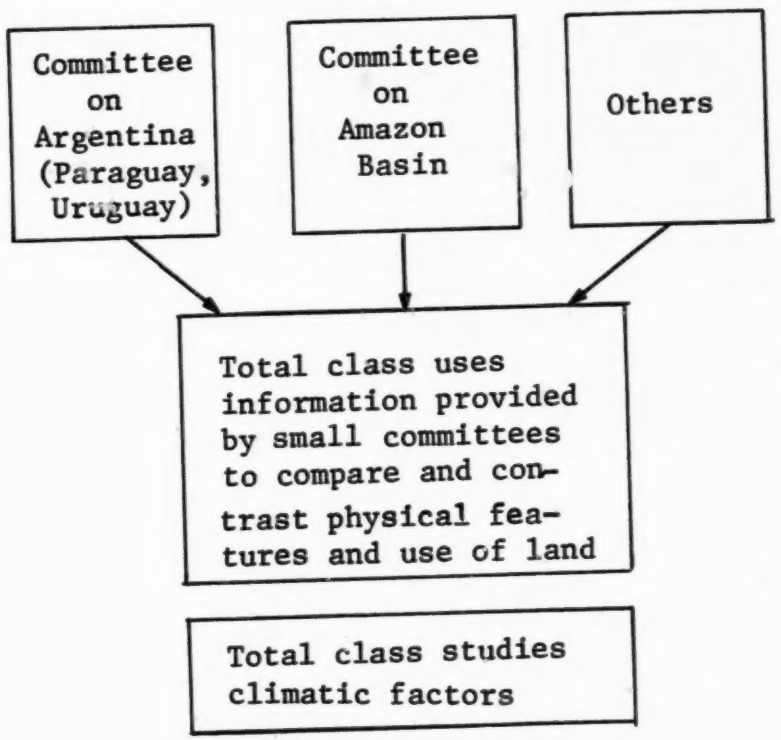
MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: *The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.*

Organization of the class to provide and interpret information used in reaching the main idea.

Opener - Act. 8 **1)**





Act. 9 - Act. 12 **2)**

Act. 13 - Act. 22 **3)**

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

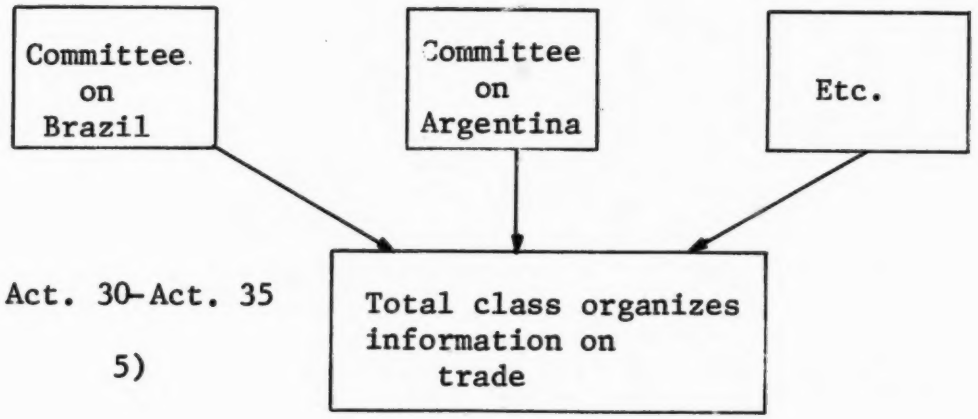
Act. 23-Act. 29

4)

Total group examines subsistence farming vs. commercial farming

Act. 30-Act. 35

5)



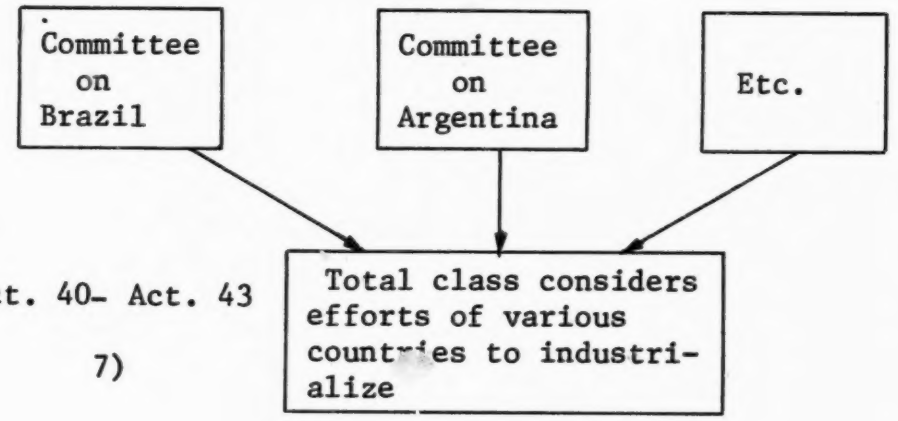
Act. 36- Act. 39

6)

Total class considers "standard of living"

Act. 40- Act. 43

7)



UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
	Opener
The purpose of this activity is to survey the class for information they may already have and for evidence of misinformation. Keep this list for use in Act. 21.	Ask the students to recall several different kinds of climate they know Middle and South America to have. List these. Now ask them to suggest possible reasons for these different kinds of climate. List the reasons given.

Formulating Hypotheses

Students of the upper intermediate level should become increasingly alert to the idea that major features of the earth do not coincide with political boundaries but are usually a part of a larger system. The following sequence (Act. 1-8) attempts to relate some of these features in Middle and South America to the system of which they are a part.

Development

1. Display a land form map of the Western Hemisphere. Ask the students to look for features of the land that seem to continue from one country to another or from one continent to another.

   Have students enter these features on their individual desk maps.

   Suggested References: *Knowing Our Neighbors in Canada and Latin America*, (Carls), Plates V, XII, p. 149
   Living in the Americas, (Cutright and Jarolimek), p. 14

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: *The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.*

Notes to the Teacher	Learning Activities
	Understanding Latin America, (Lindop), p. 17 *World View*, A, (Sorenson), pp. 381-383
Students often mistakenly include the Himalaya Mountains in this chain. Evaluation See Unit I, Act. 24. See Note to Teacher opposite Act. 6 Unit I.	2. On a globe or a map of the Pacific Area, show the students how the Andes-Rocky Mountain chain forms the Aleutian Islands and Japan, and ends in Indonesia. Optional Activity: Let interested, more able students report on: how these folded mountains were formed; the earthquakes that accompany movements of the earth's crust; and the "ring of fire." Are explanations in the references below given as fact or theory?

	Folds	Earthquakes	Volcanoes
All About Volcanoes and Earthquakes, (Pough). More able student.	124-125	103-147	3-102
All About the Planet Earth, (Lauber)	48-59	17-19	11-19
Earth's Crust, (Adler)	32-33	12-13, 68-123	20-21, 3-63
World We Live In, The, (Life Magazine and Barnett)	13-14 38-43	39-40	18, 28-30

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
Calling students' attention to the shape of the two continents should help them visualize the fact that much of the land of South America lies in the tropics. Geographers and economists consider that the location of so much of South America in the low latitudes is responsible for many of its problems.	3. Call attention to the shape of the two continents. (Each is roughly a triangle.) Now have them look to see in what latitude most of each continent lies. Show motion picture *Geography of South America: The Continent.* Have the students jot down in their notebooks all of the major land and water features they notice. Alternate Activity: If the above film is not available, use wall map of the physical geography of the Western Hemisphere or physical maps in textbooks or atlases. Have students take notes on the major land and water features. Also see the Instructional Materials for this unit. 4. Help students organize the information from the film under such headings as Highlands-Plains, Drainage Systems, etc.

Highlands-Plains	
South America	U.S. - Canada
Brazilian Highlands	Appalachian Mountains
Guiana Highlands	Laurentian Highlands
Andes Mountains	Rocky Mountains
Pampas	Great Plains

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities

Drainage Systems	
South America	U.S. - Canada
La Plata	Mississippi
Amazon	St. Lawrence
Orinoco	

The purpose of this activity is to help students visualize the varying topography of the continent.

5. Let the class draw in their notebooks a freehand cross-section diagram of South America.

   Have the students enter the major land and water features of South America on their individual desk maps.

The purpose of this activity is to help students realize that geographical features often do not coincide with political boundaries.

6. Let each committee (formed in Unit I) check to see which of the major land and water features are found in the Middle or South American country studied. (Reported on in Unit II.) Select a number of these features, and try to decide whether any committee has exclusive claim to it. For example:

   The Andes
   The Amazon
   The pampas
   The La Plata

   If not, why not? (These features <u>cross</u> rather than <u>coincide</u> with physical boundaries.)

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
No two areas on earth are completely identical but by focusing on one important aspect of a region, it is possible to form some generalizations. The following sequence (Act. 9-12) attempts to clarify the characteristics of a region rather than a country.	7. Organize several groups of students to develop physical, rainfall, and land use maps of South America. These maps can be on-going projects filled in as the study progresses. It is suggested that the whole class view the films. The "country committees" (from Unit II; see Note to the Teacher presented just before Act. 22) can act as resource people to answer any questions that arise. If any of the films suggested in the activities that follow are not available, the "country committees" should be responsible for providing the information to be obtained from the films. For alternate films, see A-V Materials listed at the end of this Unit. *Argentina, Paraguay, and Uruguay* *Geography of South America: Brazil* *Geography of South America: Countries of the Andes* *Geography of South America: Five Northern Countries* *Central America: The Coastal Land* *Central America: The Crowded Highlands* *Jamaica, Haiti and the Lesser Antilles*

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: *The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.*

Notes to the Teacher	Learning Activities

Alternate Activity:

If the above films are not available, the following readings may be substituted.

ARGENTINA

Enchantment of America: Argentina, (Carpenter)
Getting to Know Argentina, (Olden)
Knowing Our Neighbors in Canada and Latin America, (Carls), pp. 273-295
Land and People of Argentina, The, (Hall)
Living in the Americas, (Cutright and Jarolimek), pp. 490-494
South America, (Fideler), pp. 187-190
Understanding Argentina, (Gartler), pp. 1-11
Understanding Latin America, (Lindop), pp. 317-350
World View, A , (Sorenson), pp. 111-112, 285-286
Your Country and Mine, (Brown), pp. 455-466

PARAGUAY

Knowing Our Neighbors in Canada and Latin America, (Carls), pp. 296-300
Living in the Americas, (Cutright and Jarolimek), pp. 497-499
Paraguay and Uruguay, (Pendle)
South America, (Fideler), pp. 206-207
Understanding Latin America, (Lindop), pp. 352-372

URUGUAY

Knowing Our Neighbors in Canada and Latin America, (Carls), pp. 301-306
Land and People of Uruguay, (Dobler)
Living In the Americas, (Cutright and Jarolimek), 494-497
South America, (Fideler), pp. 211-212
Understanding Latin America, (Lindop), pp. 352-372

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organiziang Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities

VENEZUELA

Getting to Know Venezuela, (Laschever)
Knowing Our Neighbors in Canada and Latin America, (Carls), pp. 195-203
Let's Visit Venezuela, (Caldwell)
Living in the Americas, (Cutright and Jarolimek), pp. 466-469
South America, (Fideler), pp. 213-215
Understanding Latin America, (Lindop), pp. 202-208, 282 - 288
Your Country and Mine, (Brown), pp. 477-480

BRAZIL

Amazon, River Sea of Brazil, The, (Sperry)
First Book of Brazil, The, (Sheppard)
First Book of South America, (Garter)
Getting to Know Brazil, (Breetveld)
Life World Library: Brazil, (Bishop), pp. 69-79
Rivers, (Adler)
Rivers of the World, (Popescu), pp. 35-64
Understanding Brazil, (Gartler)

PERU

Our Neighbors in Peru, (Caldwell)
Peru: Land Astride the Andes, (Watson)

WEST INDIES

Doubleday Pictorial Geography, (Bronowski), p. 275
Getting to Know Puerto Rico, (Rollins)
Getting to Know the Virgin Islands, (Holbrook), pp. 40-43

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: *The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.*

Notes to the Teacher	Learning Activities

WEST INDIES (Cont'd)

Grasses, (Eberle)
Let's Visit the West Indies, (Caldwell)
Life World Library: West Indies, (Harman)

COLOMBIA

Getting to Know Colombia, (Halsell)
Let's Visit Colombia, (Caldwell)

GUATEMALA

Chico of Guatemala, (Cavanna)

8. Read aloud selections describing a tropical rain forests, mountains, and the pampas.

Suggested References:	Tropical Rain forest	High Mountains	Pampas
Amazon, River Sea of Brazil, The, (Sperry)	35-45		
Doubleday Pictorial Library of Geography, (Bronowski)		30; 92-93,	
Getting to Know Argentina, (Olden)		48	51

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organiziang Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities

Suggested References:	Tropical Rain forest	High Mountains	Pampas
Life World Library: Brazil, (Bishop)	32-39		
South America, (Fideler)	28-30	14-16; 24-26	19; 87-90
Understanding Latin America, (Lindop)	230-231	210-211	321-323; 329-335
World We Live In, The, (Life Magazine and Barnett)	161-177	39-53	

Filmstrip: *Rain Forest, The*

Motion Picture: *Life in Hot Rain Forests*

Let groups volunteer to be responsible for listing descriptive phrases from different readings. For example:

Dim and murky
Canopy of tree tops
The steaming forest

Have students enter these phrases in their notebooks. Some students might prefer to illustrate these characteristics instead of describing them.

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THE AREA.

Organiziang Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
	9. Have the class locate these features on a land form map of South America. What relationship if any is there between their location and political boundaries? Let them check their answers. Have them compare crops grown in Chile's Central Valley with those grown in the Central Valley of California. Ask: 1) What differences do you notice? Similarities? 2) How would you explain these differences and similarities? 10. Describe the Central Valley of Chile Andes to the east, coastal range to the west Mild climate, good soil Sufficient water from rain and mountains Near the ocean Ask: What crops do you think are raised in Chile's Central Valley?

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
	11. Have the students use the index in each state series to gain information about the land, climate, and products of the pampa. Now let them draw on their knowledge of our wheat belt and grazing lands to compare the two areas. Again ask: In what ways are these areas different? Similar? How would you explain these differences and similarities? Student References: *Getting to Know Argentina*, (Olden) *Land and People of Argentina*, (Hall) *Understanding Argentina*, (Gartler), pp. 1-11
	12. Show the motion picture *West Indies: Geography of the Americas*. Ask: What effect does soil and climate have on the crops produced in the total area? (Only one major crop produced). Alternate Activity: If the above film is not available, the readings that follow may be substituted. Student References: *Doubleday Pictorial Library of Geography*, (Bronowski), p. 275 *Getting to Know Puerto Rico*, (Rollins)

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
	Grasses,(Eberle), pp. 40-43 *Knowing Our Neighbors in Canada and Latin America*, (Carls), pp. 104-105 (Virgin Islands); 98-99 (Puerto Rico) *Let's Visit the West Indies*, (Caldwell) *Living in the Americas*, (Cutright and Jarolimek), pp. 415-416 (Virgin Islands); 410-415 (Puerto Rico) *Understanding Latin America*, (Lindop), pp. 163-167 (West Indies); 187-190 (Puerto Rico)
Evaluation See Unit I, Act. 18.	Ask: How would you explain the fact that all of the Central American countries produce about the same crops?

The climate of an area is determined by various combinations of factors and every zone of latitude, therefore, has a variety of climates. Generally, major climatic regions coincide approximately with major vegetation zones. The following sequence (Act. 13-22) examines some of the combinations with which students should become increasingly aware.

13. Show the motion picture *Climate and the World We Live In* and ask students to take notes on the influence of latitude, ocean currents, winds, nearness to water, mountain ranges, and altitude on climate.

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organiziang Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
	Alternate Activity: **If the above film is not available, show the following filmstrip and have students take notes on the same points suggested for the motion picture.** *Climate and Land: Living Around the World*
	14. Display a winter temperature map (January) of the Northern Hemisphere. Ask: **1) Where is it generally the coldest?** **2) Where is it the warmest?** **3) What makes the difference?** **Now let them examine a winter map (July) of South America. Ask:** **1) Does it always get warmer as one gets nearer the equator?** **2) What makes the difference?** **3) Is the knowledge that these two maps present related in any way?** **Student References:** *Knowing Our Neighbors in Canada and Latin America*, (Carls), Plate II *Living in the Americas*, (Cutright and Jarolimek), pp. 21-24 *South America*, (Fideler), pp. 21-27 *World View, A*, (Sorenson), pp. 370, 372 *Your Country and Mine*, (Brown), p. 334

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
	15. Examine illustrations of the relationship between crops and altitudes. Student References: *Living in the Americas*, (Cutright and Jarolimek), p. 25-26 *Understanding Latin America*, (Lindop) pp. 284-285 Suggested question sequence: 1) What are the altitudes at which wheat is planted in different parts of the Western Hemisphere? 2) What are the altitudes at which cotton is planted in different parts of the Western Hemisphere? 3) How would you explain these facts?
Evaluation See Unit I, Act. 4 and 18.	16. Examine a rainfall map of the Caribbean area. Have the students note which side of the islands has the heavier rainfall. 1) Can they account for that? 2) How does the vegetation on the two sides (windward, leeward) differ? 3) How would they explain that?
	17. Examine a map showing trade winds. Ask the students to recall: The country from which Columbus sailed The place he landed The natural force that may have helped to bring him there

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: *The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.*

Notes to the Teacher	Learning Activities
	Suggested References: *Knowing Our Neighbors in Canada and Latin America*, (Carls), pp. 84-49 *Living in the Americas*, (Cutright and Jarolimek), pp. 448-449 *Understanding Latin America*, (Lindop), p. 110 *Your Country and Mine*, (Brown), pp. 422-424 Ask: 1) Would you expect the water across which these winds are blowing to be warm or cold? 2) What will happen when the winds strike a mountainous island?
Students should be able to observe that because the prevailing winds are not forced to rise in going over the low-lying island, they do not cool to the point of condensation. Some students with a great deal of knowledge in response to the question will offer other variables affecting plant growth. Accept all that are relevant. Evaluation See Unit I, Act. 18.	18. Sketch on the board a map showing: • A low treeless island to the east • A mountainous island to the west with heavy vegetation on its eastern slope • Prevailing winds from the east Ask: 1) If both these islands have good rich soil, how do you account for the difference in vegetation? 2) What does that have to do with climate?

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: *The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.*

Notes to the Teacher	Learning Activities

19. Read a short selection that explains the work of constant winds in producing surface ocean currents.

Suggested References: *Gulf Stream, The,* (Brindze), pp. 7-9, 42-43
Understanding Latin America, (Lindop), p. 259-260
Knowing Our Neighbors in Canada and Latin America, (Carls), Plate II in Atlas
Sea Around Us, The, (Carson), pp. 108-109
World View, A, (Sorenson), pp. 11-12

20. Have students observe that:

- Currents originating near the Equator are warm
- Currents originating at the Poles are cold (as are other waters in the areas)
- Specific currents move clockwise
- Specific currents move counter-clockwise

Suggested Reference: *Knowing Our Neighbors in Canada and Latin America,* (Carls), Plate II, Atlas

Have students enter the North Equatorial Drift and the Peru (Humbolt) Current on their desk maps.

Then have them add the prevailing winds to their maps.

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: *The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.*

Notes to the Teacher	Learning Activities
The air blowing across the old Humbolt current does not have much moisture. As it reaches the warmer land it becomes warmer, and thus absorbs more moisture from the land. There is a reverse effect where the warm equatorial current comes close to shore, resulting in very heavy rainfall in a small area of western Colombia.	Let the students offer ideas that would explain the presence of the Atacama Desert in Chile. Then let them try to explain why a small area in western Colombia has such heavy rainfall. Student References: *First Book of South America, The,* (Carter) *Knowing Our Neighbors in Canada and Latin America,* (Carls), pp. 205-206; 263 *Understanding Latin America,* (Lindop), pp. 212-213; 229-230; 291 Optional Activity: Students with a special interest and ability may wish to read about the findings of scientists about ocean currents during the International Geophysical Year or they may wish to secure additional information about currents. Student References: *All About the Planet Earth,* (Lauber), pp. 91-97 *Sea Around Us, The,* (Carson), pp. 108-115 OR Read and report to the group the role of the Peru Currents in the development of new species of animals in the Galapagos Islands Student References: *Around the World with Darwin,* (Selsam) *First Book of South America, The,* (Carter), p. 29 *Sea Around Us, The,* (Carson), pp. 77-78, 113-114

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
	Motion Picture: *Darwin's Finches* Filmstrip: *Darwin Discovers Nature's Plan*
	21. Present the students with the list of reasons (formulated in the Opener) for different kinds of climates in Latin America. Ask: 1) Were any of the reasons you gave incorrect? 2) Why would you want to change them now? 3) Are there other reasons you did not know when you made that list? 4) Should any reasons or factors be combined?
	22. Let the students plan a bulletin board that will illustrate some relationships they have been studying. For example: Prevailing wind + warm current + high mountains = rainfall Pressure + weak spot in earth's crust = mountain building and earthquakes

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

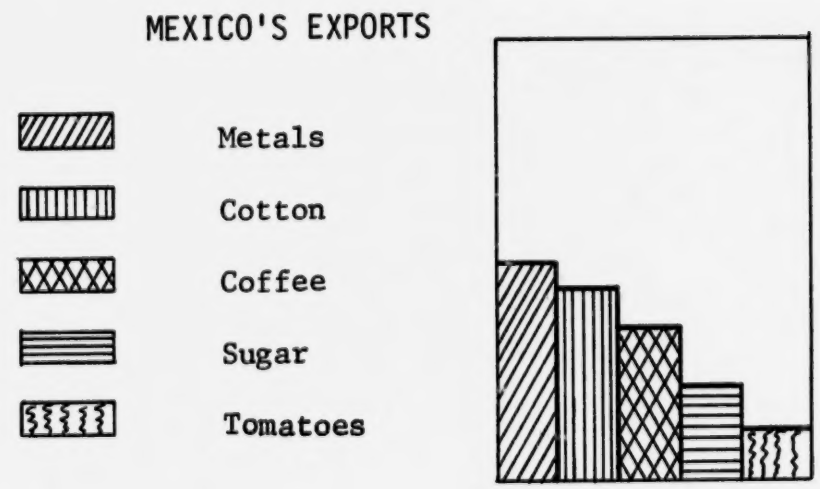
Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities

The economy of many Middle and South American countries has suffered from the effects of subsistence agriculture and one-product exports. The following sequence (Act. 23-36) provides opportunities for students to examine the productivity and trade of various countries.

Formulating Hypotheses

23. Display a map of Mexico on which the cotton-growing area of Torreon and the corn-growing area of the southern plateau are shown. Also show a chart of major exports. For example:



Call attention to the size of the areas producing the crops and the chart showing exports. Ask:

1) What crops does Mexico produce in greater amount than it uses itself?

Evaluation See Unit I, Act. 18.

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
	2) What factors might contribute to that? List the reasons given and accept all possibilities. (Repetitions can be tallied.) Typical sixth grade responses include: • Better soil produces big crops of some items • Large home market uses up all the corn • People may not care to buy some crops • People may not have the money to buy some items If the students do not offer such reasons as modern machinery, irrigation, and fertilizing, recall from the fifth grade the factors that improved ways of farming in the United States.
Be sure to allow room on the chart for committees to add industrial and various other occupations in Act. 43. If your class is not sophisticated about statistics, the Optional Activity will be extremely important. It may be advantageous to use it as a lead-in to the research part of Act. 24.	24. Start a chart of occupations showing by nation the number of workers out of 100 engaged in agriculture. For example:

Country	Occupations	
	Agriculture	
United States	8 out of 100	
Mexico	58 out of 100	

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: *The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.*

Notes to the Teacher	Learning Activities

Suggested question sequence:

1) How many persons does each farmer in the United States feed?
2) How many persons does each farmer in Bolivia feed?
3) What ideas does that give you about farming methods?

It is extremely important that students learn to discriminate among statistics. Some statistics are relatively stable, others, such as figures on imports, exports, and industrial developments, fluctuate. One teacher found it helpful to insist that the most recent reference book be available to all students and that students check their statistics from other sources against it.

Student References: *Illustrated World Geography*, (Debenham)
South American Handbook, The, (Davies)
Statesman's Yearbook, The, (Steinberg)
Worldmark Encyclopedia of the Nations, (Sachs)

Almanac
Encyclopedia

Check with your students to see whether they realize how statistics are gathered. If they seem unsure, you might have them gather statistics on the occupations of their parents, using such broad categories as agriculture, profession, trade, or industry.

Help them analyze the steps they take to make the information useful:

1) Investigating and gathering information
2) Tabulating information

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: *The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.*

Notes to the Teacher	Learning Activities
	3) Analyzing information 4) Organizing the information for quick reference, often through the use of graphs and symbols 5) Distributing or publishing the information
See Notes to the Teacher just prior to Unit II, Act. 22.	25. Ask each committee (formed in Unit II) to be prepared to: • Add to the chart begun in Act. 24 the information on its country regarding the number of workers out of 100 engaged in farming. • Determine whether its country exports farm products or whether all farm products produced are used within the country. • Determine whether one half or more of the country's exports consist of <u>one crop</u> or <u>one product</u>. When looking at the chart, be sure to distinguish between countries where the high proportion of workers engaged in agriculture are producing for export, such as in Brazil, and countries where the high proportion of workers engaged in agriculture feed only themselves, such as in Bolivia. Student References: *Illustrated World Geography*, (Debenham) *Knowing Our Neighbors in Canada and Latin America*, (Carls) *South American Handbook, The*, (Davies) *Statesman's Yearbook, The*, (Steinberg) *Worldmark Encyclopedia of the Nations*, (Sachs) *Your Country and Mine*, (Brown)

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
List and save the class suggestions for use in Act. 32.	26. Show the students a picture of an Indian farmer with his primitive tools and a farmer with modern equipment. Discuss what would be needed to make the Indian farm like the modern one. Would this necessarily be desirable? Why or why not? Alternate Activity: If no picture is available read, *Mexico*, (Hancock), pp. 87-89.
	27. Refer to the picture in Act. 26 (or reading) of the Indian farmer raising corn. Ask: 1) What would the farmer need to buy machinery? 2) What would he need to buy fertilizer? 3) What would he need to get his crop to market?
	28. Introduce and explain the terms "subsistence farming" and "money or commercial crops." Ask each committee to report on which type of farming is done primarily in its country and what kinds of crops are produced. Suggest the variety of diet, luxuries, etc., one can have with a "money crop" as opposed to the monotony of "subsistence farming," and indicate that the situation applies to nations as well as to individuals.

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities

29. Read to find out where modern farm machinery is used in Mexico.

What crops are raised in these areas?
Which of these are exported?

Student References: *Knowing Our Neighbors in Canada and Latin America*, (Carls), p. 28
Understanding Latin America, (Lindop), p. 111
Your Country and Mine, (Brown), p. 400

Filmstrips: *Agricultural Revolution in Mexico, The Three Farmers of Mexico*

Overlay Map: *Land of Mexico*

30. Examine import charts to find what Mexico is buying with the money she receives from the things she sells.

What would happen if the countries that buy Mexico's cotton suddenly stopped buying?

Student References: *Knowing Our Neighbors in Canada and Latin America*, (Carls), pp. 15, 283
Understanding Latin America, (Lindop)

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
Leave room on the graph for the committees to make further entries.	31. Start a chart to identify countries that have "all their eggs in one basket," that is, a one-product economy. Draw on information gathered in Act. 25 and following activities.

Country	Principal Export	Percentage Principal Export Is of Total Exports
Venezuela	Oil	Over 90%
Brazil	Coffee	Over 60%

32. Check the list of requirements for modern agriculture that was developed in Act. 26. What items, if any, need to be added? For example:

- Money for equipment
- Water
- Markets
- Roads

Discuss which of these also would be necessary for the development of mineral resources.

33. Examine a map showing the mineral resources of Latin America. Let each committee be responsible for determining:

- The nature of mineral deposits in its country

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: *The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.*

Notes to the Teacher	Learning Activities

- The location and accessibility of those deposits
- Whether those deposits are being developed

34. Use the chart begun in Act. 31 as the focus for discussion.

Suggested question sequence:

1) Is there a country missing from the list?
2) What might that mean about its exports? (Variety)

Check in references later to see whether the students' assumptions are correct.

3) What kinds of things might happen to cause people not to buy the exports from a one-product country? (For example: new, cheaper, or better sources; newly developed materials; crop failures).
4) What might happen to a one-product country if its chief export were not purchased?

Student References: *First Book of South America, The,* (Carter), pp. 57-58
Land and People of Brazil, The, (Brown), pp. 12, 14
Your Country and Mine, (Brown), 449-450

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: *The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.*

Notes to the Teacher	Learning Activities
	Optional Activity: Report on the building of the Panama Canal. What problems were caused for trade by the necessity to sail around the Horn? What effects did the building of the canal have on trade? Student References: *First Book of the Panama Canal, The,* (Markun) *Living in the Americas,* (Cutright and Jarolimek), pp. 418-420
	35. Ask the students to review the main exports of their countries. Suggested question sequence: 1) Why would Guatemala not be a good market for Costa Rica? 2) What does Argentina export that Bolivia does not have? 3) What do the people of Bolivia need to buy? 4) Can Bolivia buy beef from Argentina? Why or why not? Discuss: 5) When is it helpful for a country to trade its products? 6) When is it essential?

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities

Industrialization of agriculture and manufacturing has allowed workers to produce a surplus, which can be sold. They can, in turn, purchase items basic for life and items that make life easier and more interesting. The following sequence (Act. 37-43) develops the idea of "standard of living" and relates it to industrialization.

Evaluation See Unit I, Opener.

36. Ask students to list some items for which their families have spent their income. Let them group these items in categories. For example:

Basic Needs	Labor-Savers	Recreation	Transportation	Communication
Larger house	New washer	Vacation trip	New car	T.V Telephone Magazines

Which of these items would their family feel are <u>really</u> important?

Explain that those things a family buys over and beyond the bare necessities are used as a measure of its standard of living.

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities

37. Select two or three items most of the students feel are important (such as a television set, a radio, and an automobile). Have each committee relate how well its country is supplied with these items. Ask:

    1) Is there a difference between countries?
    2) Can you account for this difference?

    Have the students look for statistics on the same items in the United States.

    What accounts for the difference?

    Suggested References: *Illustrated World Geography*, (Debenham)
    South American Handbook, The, (Davies)
    Statesman's Yearbook, The, (Steinberg)
    Worldmark Encyclopedia of the Nations, (Sachs)

    Filmstrip: *Uruguay and Paraguay: A Study in Contrasts*

38. List some of the things that might present hardships for the people in the isolated farming village. For example:

    Muddy roads
    Grinding corn
    Poor transportation
    No electricity
    Few doctors

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
	Have each committee determine where these things exist in its country. Then ask: What might a family do to get away from such hardships?
Evaluation See Unit I, Act. 18 for procedures useful in relation to questions 3 and 4.	39. Discuss the first need of a family moving to the city - a job. Suggest a situation in which a poor farmer moved to the city and found there was a job in a filling station. Ask: 1) What does he have to learn before he can take the job? 2) Where could he learn those things? 3) Would it be easy or difficult for him to learn the things he needs to learn? Why? Optional Activity: In order that the students see how life changes as member after member of a family moves to the city, show the following motion picture: *Peru*
	40. Ask the students to select a new industry (or service) that has recently come to their own community. Try to find out how many jobs it provides.

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
	Then ask: 1) Is this industry or service found in the cities of Latin America? 2) What do the Latin American nations feel they need for the many people who have come to their cities? 3) What kinds of work do people generally do in cities?
It may be helpful to review Act. 33 at this point. Evaluation See Unit I, Act. 18 for procedures appropriate to question 3.	41. Have each committee add to the chart begun in Act. 24 the proportion of people in its country employed in industry. Ask: 1) How does the proportion of people employed in industry in each country compare with the proportion of people employed in agriculture? 2) How would the students explain that difference? 3) What effect might such a difference have on the standard of living of the people in a country?
	42. Recall Argentina's beef-processing industry. Let each committee find what raw materials its country is trying to develop. For example:

Country	Raw Materials	Processed Goods
Mexico	Cotton	Cotton goods
Brazil	Iron ore	Steel - cars

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
	Discuss: Why are these countries trying to develop these raw materials?
Evaluation See Unit I, Act. 28.	43. Let the students plan a dramatization around an idea that will show the relationship between production/marketing and standard of living. For example: A new tool --- a better corn crop --- shoes for the family A new road --- lumber to the city --- money for medicine A new factory --- jobs for fathers --- children go to school The students should evaluate the dramatization on whether the group: Showed change Used accurate information Showed whether the people really desired the change or reward
Conclusion	Ask the class to review their notes taken during their reading, research, and class discussion. Then ask the students to write a summary essay on the question:

UNIT III

MAIN IDEA: THE HUMAN AND NATURAL RESOURCES AND GEOGRAPHICAL FEATURES OF AN AREA INFLUENCE THE MATERIAL PROSPERITY OF THE PEOPLE WITHIN THAT AREA.

Organizing Idea: The material prosperity of the people in Middle and South America is influenced by a variety of factors, including the availability of natural resources, worker "know-how," and the people's values.

Notes to the Teacher	Learning Activities
Evaluation See Unit I, Act. 49 and 17.	Can the human and material resources and geographical features of an area influence the lives of the people within the area? OR Hold a class discussion on the same topic, allowing the class to use and refer to any notes that they possess.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Forming hypotheses (8)

f. Comprehension of concepts and generalizations about Middle and South Americans and their environment.

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT IV

MAIN IDEA: DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS.

Organizing Idea: *Countries in Middle and South America have used a variety of methods in dealing with their problems.*

Introduction: The purpose of Unit IV is to make the students aware that there are a number of basic problems common among Middle and South American countries and to give them some idea of the attempts being made to deal with these problems. It should be stressed that the governments of the Americas, regardless of differences in viewpoints, cooperate on many projects designed to make life better for their peoples.

Contributing Idea: 1. Certain basic problems exist throughout many societies.

Content Samples:
- Illiteracy
- Water control
- Transportation
- Urban overcrowding

Contributing Idea: 2. Problems of common concern often elicit international cooperation.

Content Samples:
- All American Canal
- Pan American Highway
- Organization of American States
- Peace Corps
- Alliance for Progress

UNIT IV

MAIN IDEA: DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS.

Organizing Idea: Countries in Middle and South America have used a variety of methods in dealing with their problems.

Organization of the class to provide and interpret information used in reaching the Organizing Idea.

Opener

Total class considers problems that exist in their own community

Act. 1-7

Committee on Brazil | **Committee on Argentina** | **Etc.**

Each committee investigates problems in the country being studied

Act. 8-13

Total class considers the way various countries are meeting social problems

Act. 14

Total class compares ways in which Middle and South American countries are attempting to deal with their problems as opposed to ways similar problems are met in the United States

Act. 15-16

Total class considers international cooperation on projects of common concern

UNIT IV

MAIN IDEA: DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS.

Organizing Idea: Countries in Middle and South America have used a variety of methods in dealing with their problems.

Notes to the Teacher	Learning Activities
Developing Concepts Students will use the notes on their reports in Act. 14. See Unit I, Opener for Evaluation procedure. Committee research should be ongoing throughout the unit. It is suggested that committee work be alternated with the activities that follow (Act. 2-4).	Opener Ask the class to list problems that exist in their own community. For example: Housing shortage Slums Overcrowded schools Group and label the items. Have the students research and report on what efforts, if any, are being made to deal with these problems. Are special groups interested in particular problems? Have the class take notes for future reference. Development 1. Begin research on some of the major problems facing Middle and South America. Have each committee formed in Unit II answer for its country the following study questions · What are the main problems in this country? · How long have they existed? · Where do these problems exist? · What is being done about these problems? By whom?

UNIT IV

MAIN IDEA: DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS.

Organizing Idea: Countries in Middle and South America have used a variety of methods in dealing with their problems.

Notes to the Teacher	Learning Activities
	2. Read *The Village That Learned to Read*, (Tarshis). Tell the students to listen to find out: • The efforts the government was making to help the people learn to read • How the people felt about learning to read 3. Let students hunt for evidence that Mexico is solving the problem of illiteracy. For example: • Statistics on literacy "then and now" • Pictures of schools in rural areas and in cities • The "every one teach one" movement 4. Let each committee provide information about: • How many children attend school in the country studied • The proportion of people who read and write Student References: *Knowing Our Neighbors in Canada and Latin America*, (Carls) *Mexico*, (Hancock), pp. 89-92

UNIT IV

MAIN IDEA: DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS.

Organizing Idea: Countries in Middle and South America have used a variety of methods in dealing with their problems.

Notes to the Teacher	Learning Activities
Organization of data	5. Organize the information each committee begins to accumulate through its research. For example:

Problem	Where It Exists	Reasons For Existence	What Is Being Done	What Else Might Be Done
Illiteracy	Peru	Past lack of concern by government for majority of people Insufficient money for school Few teacher - training colleges	Schools being built Volunteers teaching in isolated areas Teaching by radio	Request loans from other countries Emphasize the "every one teach one" movement

Leave space to enter information about other problems. Although each committee may not find data on every problem, a sampling is sufficient.

6. Recall from Unit I, Act. 1, that a common language is one basis for considering a person a member of a group. Consider an isolated Indian village in Mexico.

UNIT IV

MAIN IDEA: DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS.

Organizing Idea: Countries in Middle and South America have used a variety of methods in dealing with their problems.

Notes to the Teacher	Learning Activities
Evaluation See Unit I, Act. 18 for procedures appropriate for question 3.	Suggested question sequence: 1) What language would the children in this village speak? 2) Would the children in this village be likely to feel like Mexicans? Explain. 3) Why is it important for Mexico that these Indian children feel like Mexicans?
	7. To demonstrate the problems one family faces, show the motion picture: *Amazon Family* Ask: What problems does this particular family face? What other problems keep people isolated from one another in Middle and South America? List the responses. For example: Non-navigable rivers Poor roads Few trains Mountains

UNIT IV

MAIN IDEA: DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS.

Organizing Idea: Countries in Middle and South America have used a variety of methods in dealing with their problems.

Notes to the Teacher	Learning Activities

Alternate Activity:

If the motion picture is not available, let each committee research and report on the problems faced by rural families in their countries. Let them answer the same questions suggested above.

8. Let each committee suggest from its investigations and readings the answers to the following questions:

   1) What is being done about the problems listed in Act. 7?
   2) Who is doing the job?
   3) How is the problem being handled in the United States?

Student References: *Illustrated World Geography*, (Debenham)
South American Handbook, The, (Davies)
Statesman's Yearbook, The, (Steinberg)
Worldmark Encyclopedia of the Nations, (Sachs)

9. Ask:

   What problems are created by people leaving rural areas? (overcrowding, lack of food for cities, unemployment, etc.)

   How has Brazil attempted to solve these problems?

Student References: *Life World Library: Brazil*, (Bishop), Brasilia, pp. 53-67
Understanding Brazil, (Gartler), pp. 53-60; industries, pp. 60-62

MAIN IDEA: DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS.

Organizing Idea: Countries in Middle and South America have used a variety of methods in dealing with their problems.

Notes to the Teacher	Learning Activities
	Let each committee then describe how its country is attempting to solve these problems. Student Reference: *Mexico*, (Hancock), pp. 70-79, 80-83, 87
Attitudes, Feelings, and Values Developing empathy Evaluation See Unit I, Act. 28.	10. Role play a situation in which members of a family from an isolated rural village move to the city. Ask the role-takers to try and illustrate how such people might feel as they arrive. (For example: bewildered, surprised, afraid, angry, etc.)
	11. Let the committees contribute information to the class on the ownership of industries such as steel and oil in their countries. Ask: · How are natural resources such as oil and iron ore developed in the United States? · Might this be done in Middle and South America? Why or why not?
Encourage students to continue until a number of different kinds of problems have been included.	12. Continue filling in the chart begun in Act. 5 until the class feels that a representative number of problems has been charted. For example:

UNIT IV

MAIN IDEA: DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS.

Organizing Idea: Countries in Middle and South America have used a variety of methods in dealing with their problems.

Notes to the Teacher	Learning Activities
	Illiteracy Water control Urban overcrowding Transportation Ask: 1) What problems seem to be common throughout Middle and South America? 2) How would the class explain that?
Applying Generalizations Evaluation See Unit I, Act. 18.	13. Examine the chart begun in Act. 5. Ask: Can you make any statements that would be true of the problems existing in Middle and South America as a whole? Try to help the students understand that what is true of one country may not be true of another; what is currently true may be changing and may not be true later.
Applying Generalizations	14. Return to the reports of community problems suggested by the students in the Opener. Ask: 1) In what ways are the problems existing in your own community different from those existing in Middle and South America?

UNIT IV

MAIN IDEA: DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS.

Organizing Idea: Countries in Middle and South America have used a variety of methods in dealing with their problems.

Notes to the Teacher	Learning Activities
	2) In what ways are they similar? 3) How would you explain these differences and similarities? Then discuss: 1) Would any of the methods by which Middle and South American countries are attempting to deal with their problems be appropriate for an American community? 2) Would any of the methods being used in the students' own community be appropriate in Middle and South America? 3) If the same methods were tried, what factors might make them more successful or less successful than at home?

Governments of the Americas and international agencies work together on many projects. The following sequence (Act. 15-16) deals with some of the undertakings that have required international cooperation.

This activity assumes, of course, that a consular official is nearby. If none are available, perhaps a profes - sor from a nearby college or univer- sity who has visited Middle or South America can speak to the class.	15. Invite a member of a Middle or South American consular staff to talk to the class on problems concerning both his nation and the United States and ways in which these problems are being resolved.
	16. Have students read about and report on various inter-governmental efforts in Middle and South America. For example: All American Canal

UNIT IV

MAIN IDEA: DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS.

Organizing Idea: Countries in Middle and South America have used a variety of methods in dealing with their problems.

Notes to the Teacher	Learning Activities

Pan-American Highway
The work of the Organization of American States (OAS)
The work of the Peace Corps
Alliance for Progress

Suggest that the students use the following questions as guidelines for their research.

- What is the purpose of the organization
- Who belongs to the organization
- What is it doing?
- What problems has it faced?
- What has it accomplished?

Student References:

Getting to Know the FAO, (Breetveld)
Getting to Know the World Health Organization, (Smith)
Neighbors in a New World: The Organization of American States, (Karen)
Organization of American States: The Challenge of the Americas, (Eavestock)
Understanding Latin America, (Lindop)

Americas, (Magazine from Pan-American Union)
Pamphlets from Pan-American Union
Pamphlets from OAS

UNIT IV

MAIN IDEA: DIFFERENT CULTURES DEAL WITH CERTAIN BASIC PROBLEMS IN A VARIETY OF WAYS.

Organizing Idea: Countries in Middle and South America have used a variety of methods in dealing with their problems.

Notes to the Teacher	Learning Activities
	Conclusion Select one or two major problems that Middle and South American countries are attempting to solve. Have the class trace the benefits that come to the individual, and ultimately to the nation, when standards are raised. For example: Lack of education: If an individual learns to read and write, he is able to get a better job, to make more money and to pay more taxes. This in turn, helps to provide more schools for others. Low standards of health: If an individual feels better, he can produce more goods, thus raising his own standard of living.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Applying generalizations (5)

d. Explaining cause-and-effect relationships (7)

e. Forming hypotheses (8)

f. Conceptualizing one's own values (12)

g. Comprehension of concepts and generalizations about Middle and South Americans and their environment (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT V

MAIN IDEA: CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY.

Organizing Idea: Technological changes in Middle and South America have brought about many changes in other aspects of the society.

Contributing Idea: 1. Change in the economy may affect change in other institutions.

Content Sample:
- Industry
- Farming
- Education

Contributing Idea: 2. Change may be both planned and unplanned.

Content Sample:
- Growth of the middle-class
- Organizations dealing with health, education, food
- Changes in Puerto Rico - Mexican Revolution

Contributing Idea: 3. Many people in a society oppose change.

UNIT V

MAIN IDEA: CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY.

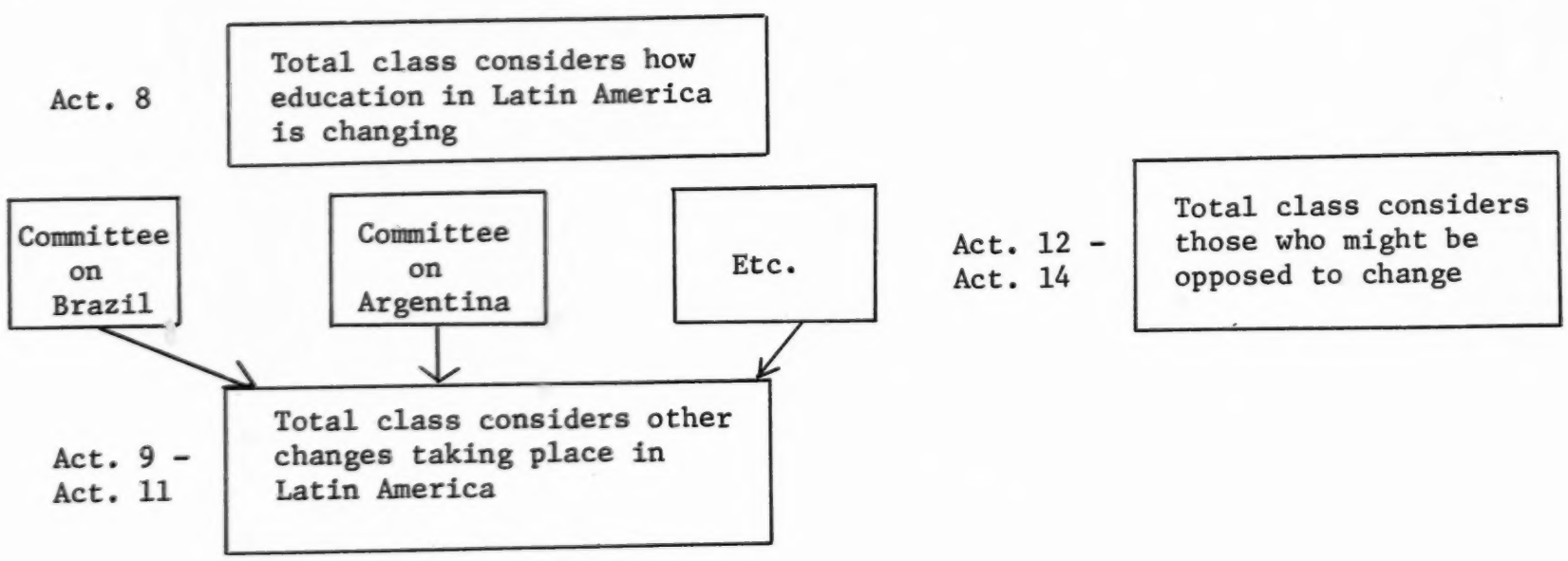
Organizing Idea: Technological changes in Middle and South America have brought about many changes in other aspects of the society.

The purpose of Main Idea V is to make the students aware of changes that are taking place in the Latin American nations, focusing on change at the idea level as well as considering it in its more observable aspects. It also focuses on the fact that one change usually produces another.

The information used in this idea will have been presented in earlier ideas.

Organization of the class to provide and interpret information used in reaching the Organizing idea.

Opener



UNIT V

MAIN IDEA: CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY.

Organizing Idea: Technological changes in Middle and South America have brought about many changes in other aspects of the society.

Notes to the Teacher	Learning Activities

Opener

Recall from the study of the United States in Grade V, the changes that occurred when machinery was introduced into farming. Ask:

What changes occurred in working conditions?
What changes occurred during home and leisure hours?
How many of these were planned? How many were unplanned?

The culture of Middle and South America has been fundamentally a conservative culture, but people who have conceived the idea that a better life is possible are instituting changes. The following activities develop the consequences of some of these changes.

Development

1. Ask the class to recall Spanish colonial life from Unit I (references in Acts. 33 and 42).

   Who had the time and opportunity for education?

2. Read (or have students read) *Half a Hemisphere*, pp. 119-120, to gain a picture of the Spanish idea of education. (Emphasis on art, literature.)

   To what extent did the educational system help the common people secure a better life?

MAIN IDEA: CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY.

Organizing Idea: Technological changes in Middle and South America have brought about many changes in other aspects of the society.

Notes to the Teacher	Learning Activities
Evaluation see Unit I, Act. 18.	Suggested question sequence: 1) For whom is education planned? 2) What do they learn? 3) Why do they consider this important? 4) In what ways is Mexican education today a change from the past? 5) What factors encouraged this change? Discouraged it? Optional Activity: Interested students might present a report on changes taking place in American education organized around the questions suggested above.
	6. Recall from the film *Mexico - The Land and the People* the higher living standard of the working people. OR show *Central America: Changing Social Patterns.* Point out to the class that this man has a skill and works at a regular kind of job. (Contrast with the very wealthy person who doesn't need to work and with the unskilled laborer.) The electrician is a member of the "middle-class." Do not attempt to establish a precise definition of class here, but be sure students understand that those in the class fall somewhere between the very wealthy and the poor and unskilled.

MAIN IDEA: CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY.

Organizing Idea: Technological changes in Middle and South America have brought about many changes in other aspects of the society.

Notes to the Teacher	Learning Activities
	Then let students list the people they think would belong to the middle-class in Mexico. (They should realize that professional people are members of the middle-class along with skilled workers, shopkeepers, etc.) Have students list people they think belong to the middle-class in the United States. Then compare the two lists. Ask: How would you explain any differences they notice? You may wish (if the class does not suggest this) to suggest that one very important difference between the U.S. and Middle and South America is in the distribution of the middle-class: 1) There are unskilled laborers in the United States, but not as many as in Middle and South America. 2) There is a middle class in Middle and South America, but it is not as large as the middle-class in the United States.
Formulating Hypotheses	7. Read *Half a Hemisphere*, (Goetz), p. 254. The author argues that education today will cause the development of a larger middle-class in Middle and South America. Why might this be so? 8. Have the class reconsider the hypotheses they offered in Act. 3 by researching further information. Suggested References: *Understanding Argentina*, (Gartler), pp. 25-27 *Understanding Brazil*, (Gartler), p. 51 *Understanding Latin America*, (Lindop)

MAIN IDEA: CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY.

Organizing Idea: Technological changes in Middle and South America have brought about many changes in other aspects of the society.

Notes to the Teacher	Learning Activities
	Would they change their hypotheses in any way? For what reasons?
	9. Ask the country committees (formed in Unit II) to supply information for several series of projections. For example: • Proportion of people per doctor Life span, etc. • Proportion of people who read and write Number of daily newspapers, etc. • Proportion of people in agriculture Proportion of people in cities, etc. • Proportion of people in agriculture Annual income, etc. • Annual income People per automobile, etc. Suggested References: *South America*, (Fideler) Encyclopedia Then ask the students to project what changes might occur in Middle and South America if: • The level of literacy were raised? • The number of doctors were increased? • Machinery were introduced on the farms? • Each person's annual income were increased?
Applying Generalizations Evaluation see Unit I, Act. 49	

UNIT V

MAIN IDEA: CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY.

Organizing Idea: Technological changes in Middle and South America have brought about many changes in other aspects of the society.

Notes to the Teacher	Learning Activities
Evaluation See Unit I, Act. 43 for criteria appropriate here.	10. Have each committee report on those programs being planned to: • Secure better housing for the worker and the poor of the cities • Provide the peasant farmers with the opportunity to own the land they work • Provide industrial jobs • Raise the level of literacy This should be a general assignment for all students. All programs may not exist in every country. Suggested study questions: 1) What is the main purpose of the program? 2) Describe its efforts. 3) Who is planning the program? 4) Who is supporting it financially? 5) What problems has it faced? 6) How successful has it been? Suggested References: *Faces Looking Up*, (Lewiton) *Getting to Know the FAO*, (Breetveld) *Getting to Know the World Health Organization*, (Smith) *Life World Library: Brazil*, (Bishop), pp. 145-151 *Understanding Latin America*, (Lindop)

UNIT V

MAIN IDEA: CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY.

Organizing Idea: Technological changes in Middle and South America have brought about many changes in other aspects of the society.

Notes to the Teacher	Learning Activities
	11. Discuss the different kinds of people in Middle and South America. 1) Which ones might not like to see the Indian own the land they work? Why not? 2) Which ones might not be happy to see skilled workers get more pay and work fewer hours? Why not? 12. Ask the class to suggest individuals or groups who might be opposed to change. How many of these can be found in Middle and South America? In the United States? Then discuss: Why might these individuals or groups oppose change? Discuss what can happen when individuals do not plan to improve their own lives, when groups do not plan to improve the lives of their members, or governments do not plan to improve the lives of their people. Students of the sixth grade cannot be expected to evaluate programs, identify justifiable revolution, etc. They can, however, become increasingly aware of the need for individuals, groups, and governments to think about and work to deal rationally with changes that continually occur.

UNIT V

MAIN IDEA: CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY.

Organizing Idea: Technological changes in Middle and South America have brought about many changes in other aspects of the society.

Notes to the Teacher	Learning Activities
Developing Concepts Evaluation See Unit I, Opener	13. Show the motion picture *Puerto Rico: Past, Present, and Promise* and the filmstrip *Mexico in Revolution*. Have the class list as many as possible of the changes that are taking place in these two countries. List these on the board. Then have students group and label. How many of these changes were planned? How many of these changes were unplanned? Alternate Activity: If the film and filmstrip are not available, have the class recall as many changes as possible from their group research and individual reading. List these on the board. Then have the students group and label.
Applying Generalizations Evaluation See Unit I, Act. 49.	14. Ask the class to look at all or part of the changes listed. Can they make any statement that would be true of some or all of the changes occurring in Middle and South America?
	Conclusion The little village of Dos Rios lies high in the Andes. Most of the people raise a few crops or herd llama. They travel down a narrow, winding, bumpy road to a larger town nearby, to market, to go to church, or for entertainment. The children attend a small school where they learn to read and write. A deposit of tungsten has been discovered just outside the town. A large mining and manufacturing company is

MAIN IDEA: CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY.

Organizing Idea: Technological changes in Middle and South America have brought about many changes in other aspects of the society.

Notes to the Teacher	Learning Activities
	considering opening a mine and building a factory that will make light bulbs and several electrical appliances. Ask: 1) If the company decides to open the mine and build the factory,what do you think will happen? Additional questions will probably be necessary to help the children bring out significant changes, for example: • Better transportation facilities will be built. • Schools will provide more training for the workers. • Many people will change from farming to factory or mining work. • Better recreation facilities will be built. Such questions as those listed below may help the students search for cause-effect relationshipsor seek the conditions necessary for the change they have suggested: • What might be the result of the change? • What do you think would be necessary before that could happen? 2) When you think about all the predictions you have made, what can you say about the effect of one important change in a community?
Inferring and Generalizing Evaluation See Unit I, Act. 18 for procedures approach.	

UNIT V

MAIN IDEA: CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY.

Organizing Idea: Technological changes in Middle and South America have brought about many changes in other aspects of the society.

Notes to the Teacher	Learning Activities
Summarizing	**Summarizing Activity** Have the students suggest different kinds of persons who might go to Latin America. For example: Scientist Archaeologist Museum director Business man Peace Corps worker Tourist Each student(or group) can imagine they are one or a group of such persons and record their trip in any one of a variety of ways. For example: Diary Letter Picture Post-cards "Movie" Slides Each student and/or group can then present an oral or written report describing a certain part of Latin America. The report should be judged on whether the destination was logical, the purpose of the trip kept in mind, and the facts as nearly true as is currently known. Let the students plan a bulletin board display entitled, "An Explorer Returns." The display should identify what the class feels are the most significant changes that have taken place in Middle and South
Evaluation See Unit I, Act. 50.	

UNIT V

MAIN IDEA: CHANGES THAT OCCUR IN ONE PART OF A SOCIETY OFTEN PRODUCE CHANGES IN OTHER PARTS OF THE SOCIETY.

Organizing Idea: Technological changes in Middle and South America have brought about many changes in other aspects of the society.

Notes to the Teacher	Learning Activities
	America since the time of explorers. The class should also explain why <u>they</u> feel the changes displayed are particularly significant. The class should indicate: • Why they feel the changes are particularly significant • Which change they think the people of Middle and South America might think is the most significant • Which change they think the explorer would find most extraordinary

APPENDIX I

The Iberian Peninsula: Introduction
Early History
The Moors
The Founding of Portugal
Religion
Spain Under Isabella and Ferdinand
Trade and Agriculture

Note to the teachers: Material on the daily life of the inhabitants of the Iberian Peninsula - comparable to that of the Yorubas does not seem to exist even in adult sources. This is an attempt to highlight some facts that may not be in the children's sources.

Introduction

The Iberian Peninsula is composed of Spain and Portugal. It is an area where many people have lived. The cave paintings at Altamira, which are at least 13,000 years old, were left by people about whom we know very little, except that they arrived from North Africa around 3,000 B.C. Only certain words (such as the name Iberian and the name of the river Eber) and some ruins that can still be seen, remain from their time.

Early History

The Phoenicians, whose ships carried on trade all over the Mediterranean, came to Spain around 1,100 B.C. and are said to have discovered the cities of Cadiz and Malaga. They were primarily interested in the mineral wealth, especially silver, which could be found in the southwestern part of the Peninsula.

Other people soon moved in. About 900 B.C., the Celts, a Nordic race, settled north of the Ebro River, particularly in the mountainous parts. The Greeks established trading posts along the Mediterranean coast around 600 B.C. Then, when the Carthaginians (from Carthage, a Phoenician city in North Africa) decided to invade Rome by land, the Carthaginian Army crossed over into the Iberian Peninsula. For ten years, the Romans and the Carthaginians fought. A good deal of that fighting was on the Iberian Peninsula, with most of the area eventually coming under Roman Rule.

The Romans divided the Peninsula into three parts. What is now the country of Portugal (which was inhabited by the Lusitanians), was called Lusitania. Granada and Andalusia were combined into the province of Baetica. Arragon, Catalonia, Valencia, Murcia, Old Castile, New Castile, Leon, Navarre, Biscay, Asturias, Galicia, and the rest of Spain were combined into the province of Tarragona. Roman law and the Roman language were part of the heritage left to the Peninsula from this period of its history.

The Moors

In 711 A.D., the Arabs of North Africa, who had become followers of Mohammed, captured the fortress in Africa opposite Gibralter. They overran the Peninsula and moved on into France, where they were turned back by Charles Martel in the year 722, at the famous Battle of Tours. The Moors could not completely control the mountains in the north of the Peninsula, and from 711 until 1492, the Christians fought to regain control of the Peninsula, pushing the Moors southward over the centuries.

Soon after they conquered Spain, the Moors broke up into several small kingdoms, which frequently fought among themselves. At first, the Christians and Jews living in areas conquered by the Moors (Mozarabes) were generally very well treated by the Moors. They tended to live in the cities and acquired many Moorish customs. In 1146, however, a group of more strict Moslem Arabs, the Almohades, came into the Peninsula, and many Christians and Jews fled north into Christian territory. The Arab cities Cordoba, Seville, and Granada each became in turn the most important city on the Peninsula. Each was an international center of learning and exhibited traces of luxury not previously known in Northern Europe. Marriages were frequently arranged between the children of the noble and royal families of both Moors and Christians. Both Christians and Moors kept slaves; slaves who were of their own kind, as well as foreigners.

The Founding of Portugal

As part of the incessant warfare among the Christians, Alfonso Henriques declared himself King of Portugal in 1139. While the exact meaning of the word "king" is not clear, and there were to be many years of warfare before the Moors were entirely out of Portugese territory (and before warfare between Portugal and Spain stopped), Alfonso Henriques is generally regarded as the founder of Portugal. In the same period, the land around Coimbra was described by Idrisi, the Muslim geographer, as abounding in orchards full of well-tilled and very fertile fields.

The reconquest of land held by the Moors proceeded by fits and starts. Sometimes there were long periods of peace; at other times, there was harsh warfare. When the Christians attacked Seville in 1247, it was a city of luxury; many houses had running water, and all kinds of foods were available. By comparison, the land of Castile seemed poor and barren. The Christians surrounded Seville and then destroyed all the crops in the fields and the vineyards. They cut and burned all the orchards of pomegranates, oranges, and almonds and burned all houses.

Religion

When Christianity began growing within the Roman Empire, it also spread to the Iberian Peninsula, and many Christians were martyred there before the Empire accepted Christianity. During the fourth century, the Visigoths conquered the Peninsula and divided it up among their tribes. They belonged to a different branch of Christianity and they persecuted the Iberian Christians until one of their kings was converted to that kind of Christianity towards the end of the sixth century. After that, they tried to convert the Jews and threatened to torture or banish them if they did not become Christians. Even when the Jews did convert, many people believed that they only pretended to become Christians. Under the rule of Isabella and Ferdinand, a campaign was begun to make sure that those Jews and Moors who had converted to Christianity were not just pretending, and in 1480, the Spanish Crown received permission from the Pope to establish an Inquisition.

Spain under Isabella and Ferdinand

In the 1400's, the Spanish kingdoms were embroiled in conspiracies and wars over succession and claims to the various thrones. In 1469, Isabella (who was heir to the throne of Castile) married Ferdinand (who was heir to the throne of Aragon). Isabella was proclaimed Queen of Castile in 1474 and Ferdinand, King of Aragon in 1479. Although their joint rule covered most of Christian Spain, there were several obstacles to the consolidation of their power and the establishment of a unified government. The towns that had been established to colonize the frontier as the Moors were driven back during the centuries were accustomed to a great degree of independence. In addition, the nobles were not particularly obedient. In 1486, Ferdinand set the serfs free (at least in the eyes of the law), which did not engender greater loyalty from the nobles.

In 1492, several significant events took place. Columbus reported to the Spanish throne that he was successful in finding a western route to the East. (He had not been able to persuade the Portugese throne to finance his voyage.) A Spaniard, Borgia, became the Pope, which aided Ferdinand and Isabella in their struggle to control Spain. The last Moorish stronghold on the Peninsula, the Alhambra, fell to the Christians. Also, the Jews were expelled from Spain. Most of the Jews were government officials, merchants, bankers, artisans, and manufacturers, and there were few people with the training to replace them. Finally, in this year, the first Spanish grammar was written.

Ferdinand and Isabella continued to favor the aristocracy; in 1500 large landholders and two or three percent of the population owned about 95 percent of the land. At the same time, they granted privileges to the *Nesta*, the organization of sheep raisers. (The crown received considerable income from the taxes on the export of wool.) When Nesta members drove their sheep from one place to another, they were not punished if their sheep destroyed crops, they were permitted to cut trees so the sheep could eat the leaves, and they often burned over areas to create more pasturage.

There were terrible famines in Spain from 1502 - 1503 and 1506 - 1507, and many people died. Finally, enough grain was imported to feed some of the people.

Trade and Agriculture

Under Roman rule, the Peninsula was one of the largest wheat-growing areas in the Empire. The land was fertile, and many crops and minerals were exported.

Later, in the 13th century, trade develped between the Portugese and the English; in 1353, the merchants and seamen of Liston and Oporto negotiated their own treaty with Edward III of England. Also, sea trade began between the Italian ports and Portugal, because at that time, the Moors no longer controlled the straits of Gibraltar. Both the Portugese and the Spanish claimed the Canary Islands (which first appeared on a map in 1339).

When Fernando I inherited the throne of Portugal in 1367 trade was thriving in Lisbon, and chroniclers say that at times 450 ships lay at anchor in the harbor. But Fernando had to defend his throne against claimants in Portugal and was involved in constant warfare with the kingdoms of Spain. These wars devastated the provinces along the border between the two countries. By 1375, there was a shortage of grain ("cereal") on the Peninsula, and laws were passed to try to keep more people working the land, either by making them forfeit ownership of untilled land or by forcing those who had left farming to return to it. At about the same time, the building of large ships was encouraged in Portugal by certain tax exemptions and by permitting ship builders to cut timber from the

royal forests for use in building ships over a certain size.

In 1437, the Portugese undertook a disastrous campaign in Tangier (in Africa). They were defeated, and Prince Fernando was captured. Thus, the voyages of exploration were halted. Three or four years later when explorations were resumed, the Portugese were using a new kind of ship, the *caravela*, which depended entirely on sail, not oar, power. The caravela took a comparatively small crew to handle it (thus reducing the amount of supplies necessary), was highly maneuverable, and was much faster than the old kind of ship.

Sugar had been introduced into southern Portugal around 1400 and was introduced into Madeira by 1433. It rapidly became the most valuable export from the Madeira Islands and production rose. By 1498, the production of sugar had greatly increased, the price fell sharply, and production was limited to stabilize the price. Lisbon exported sugar to Flanders, Italy, France, Chios and Constantinople, and England.

In the 1500's, the Portuguese began to import pepper, carried over the routes revealed by their voyages of exploration to Africa and the East. There was great expense and risk in such a voyage, but the price of pepper and other spices in Europe was so high that a successful voyage made it worth the risk. Pepper sold in Europe at 40 times the price paid for it in the East. As the volume of trade increased, however, the price fell, until pepper brought in Europe only 10 times what it cost in the East. The costs of importing it did not fall, however, and the Crown soon declared it illegal to sell pepper beneath a certain price. By the early 1530's, there were stocks of spices in Lisbon that could not be sold profitably.

Sugar was introduced to the Americas in 1516, and by 1560, Brazil overtook Madeira as the chief supplier of sugar. Slaves were imported from Africa to work the fields and mills. At the same time, the rural districts of Portugal had become depopulated (the people having either gone to the cities or the colonies), so that by midcentury it was necessary to import meat, wheat, corn, cheese, and butter as well as stockfish, cloth, metalwork, and furniture. The situation had not been remedied by 1580, when, in return for recognizing his claim to the Portuguese crown, Philip the II of Spain promised to furnish wheat to the Portugese people. By 1602, laws were enacted in Portugal forbidding the pledging or seizing of farm equipment and attempting to encourage that the land be put to use. At the same time, the Dutch began to use the Portugese routes to the East and slowly gained control of the spice trade.

Despite the influx of gold from the new world, Spain did not solve its agricultural and rural problems in this century, and Andalusia was seriously underpopulated. In Spain at that time, the common dish was known as "rotten stew" and was made of beans, with some vegetable for flavor. By 1600, there were swarms of beggars in the cities.

APPENDIX II

Yorubas:
- Geography and Climate
- Early History
- Religion
- Community Structure and Government
- Agriculture
- Hunting and Fishing
- Crafts and Tools
- Community Life
- Homes
- Slaves

The Yorubas are a group of related tribes living in what is now Southwestern Nigeria. Their tribes have different names, such as Egba, Egbado, Ijebu, Ikitie, and Ondo, as well as the Oyo, or "Yoruba Proper." The languages and cultures are related, however, and all are recognized as belonging to the same group. In this material, we will try to describe the Yorubas as they lived at the time of the tribal and the slave trade, mainly by describing as much as we know of the Yoruba traditional ways uninfluenced by Europeans. Nowadays it would be hard to find a young Yoruba who lived and thought this way.

Geography and Climate

Although the size of the Yoruba kingdom has changed over the centuries, the Yorubas had been living for many centuries in the land where the first European found them. What was traditionally the heart of Yorubaland is still the place where the majority of Yorubas live and where their influence is the strongest. Traditionally, their land extends from the coast across the broken land bordering the coastal swamps, and into the interior. The edge of Yorubaland follows the curve of the Niger River but does not reach it. About two-thirds of that land is plain and ranges, but the land is quite varied and there are outstanding mountains.

It is fairly warm all year round, but there are pronounced rainy and dry seasons. Even in the rainy season, however, the area by the coast gets a great deal more rain than the northern interior. Very often during the rainy season, the rivers would flood and people crossing them (by means of ropes, crude bridges, calabash boats, or dug-out canoes) would drown.

Early History

When the first European travelers came to Yorubaland, they were surprised to find that the Yorubas lived in large cities. Today there are still cities in many of the same places. Traditionally, cities were built in places that were easy to defend - perhaps near a big mountain or river. Other factors that appear to have been considered in locating cities were availability of a year-round water supply and good farmland in the surrounding area.

Religion

The Yorubas have several legends about their origins. One story is that in the beginning everything was covered with water. Oduduwa (son of the one su-

preme being Oludumare) climbed down a long rope from heaven to earth carrying a handful of earth, a cockerel, and a palm nut. He scattered the earth, and the cock scratched it; the places where the cock's claws dug in became the valleys. The nut grew into a palm tree with 16 branches. This happened at a place called Ille-Ife.* Traditionally river-spirits were worshipped in Yoruba-land.** Spirits in small streams were worshipped in an effort to persuade them not to dry up or disappear underground during the dry season.

A sacred grove where special religious ceremonies were observed was located within the palace walls inside the city. Sango, the god of lightning, was worshipped widely in Yorubaland (especially in Oyo where lightning was a real hazard). The temple of Sopono, the god who was able to prevent or inflict smallpox, was always outside the settlement in the bush. Another name of Sopono meant "he who is not mentioned lightly during the dry season." There were special ways of handling the body of a person who died of smallpox and disposing of it outside the settlement. There were many other gods worshipped in traditional Yoruba society.

Community Structure and Government

Yorubas have traditionally lived both in villages and in cities. Close by where they lived were small plots for each family, or "emergency farms." Some food was grown there in case it was impossible to go all the way to the regular farm to get food. Some of the farms belonging to people who lived in the cities were as far as 15 miles from their homes. Sometimes there were temporary shelters at the farms that were furthest away.

Within a city, the men of the family and their wives and children lived together in compounds. The head of the compound was responsible for the actions of people from his compound; compounds of relatives were usually clustered together. The city was divided into quarters, and the quarter chief was responsible for the compounds in his section. The Oba was the head of all the quarter chiefs; he decided those matters that affected everyone in the whole city and those the quarter chiefs could not decide. He also had important religious duties.

Homes

Traditionally, Yorubas built their houses out of materials which they found around them. In most parts of Yorubaland, the houses were built of mud walls; wooden roof poles and woven mats or thatching were used for roofs. The kind of trees or plant used depended on what grew nearby. In the houses of chiefs and other important people, the wooden house posts were elaborately carved. Although the houses were very close together, the inside of the house usually had a courtyard (or patio) with a veranda or porch facing it. Many activities of the family took place on the veranda and the rooms were mainly used for storage or privacy.

Agriculture

The Yorubas planted many crops in the same field, such as calabashes, several kinds of gourds, African cotton, beans, several kinds of yams, and several kinds

---

* In 1882, the city of Ife was destroyed in a tribal war.

** On occasion, humans were sacrificed to the spirits.

of bananas. The taller crops provided shade for the crops that needed it, and the ground crops held the moisture. Although food was more plentiful in one season than at other times, the Yorubas also staggered the planting of their crops so that everything did not ripen at the same time. They did not have plantations of oil palm trees, kola trees, or Melaguetta, but they protected and tended trees because they were so useful.

About every seven or eight years, they would move their farms but not their homes. They cut down the brush and smaller trees in a piece of forest with iron cutlasses, burned it over, then hoed it with iron hoes to get the big roots out of the ground. Then they planted their crops. They let the old farmland rest and lie fallow for a few years.

It is generally agreed that when the Europeans came they brought a number of plants that had not been known before but most of which became popular, such as: maize, cassava (manioc), sweet potato, ground nuts or peanuts, capiscums, paupaw, tobacco, para rubber, eggplant, okra, pumpkin, watermelon, sweet melon, mango, pineapple, and tomato, as well as a new kind of yam. Other crops that were introduced by the Europeans but were not quickly adopted into the Yoruba culture were citrus fruits, sugar cane, and cocoa.

Hunting and Fishing

Traditionally, the Yorubas hunted with tools and weapons that they made. In the forest around the villages were several kinds of antelope and deer, several kinds of large rats, as well as porcupines, warthogs, and large birds. Occasionally there would be lions, leopards, elephants, hyenas and wild dogs, and an African member of the buffalo family. Sometimes the Yorubas hunted with wooden clubs; other times they used either cross bows or long bows. They did not use feathers in the arrows for their long bows, but they put iron tips on them. Sometimes they set traps for animals by digging pits and concealing them, or by setting noose-traps, which they made from very taut vines. To catch larger animals, they made iron traps, which they chained to the trees with iron chains so that the animals could not carry the traps away. Sometimes they smoked out animals from their burrows; if the animal died inside the burrow from breathing the smoke, they dug it out with hoes and cutlasses. Sometimes they would set fire to all but one side of a forest and catch the animals as they ran away from the fire.

More hunting was usually done in the dry season than in the rainy season. It was easier to get through the thick forests then, and less time was needed for farming. Sometimes when the moon was full, the men hunted at night. In the old days, the hunters were very well thought of. They had special ways of speaking to the animals and special names for them. They knew the forest better than anyone else and often knew plants that would help to heal illness.

Fishing was not too important to the Yorubas before the Europeans came because very few Yorubas actually lived along the coast. The bulk lived inland. During the dry season, groups of men would fish by draining the water out of a pool in the river; then they would use calabashes to dip out the last water and catch the fish left in the mud. Another way of catching fish, also used mainly in the dry season, was to poison the water. There were several plants that could be used to make the poison. The Yorubas also caught fish in traps made from palm branches.

Crafts and Tools

A family would often specialize in a particular skill, such as providing grindstones or working irons. Before the Europeans came, the Yorubas mined, smelted, and worked iron, from which they made, among other things, hoes, cutlasses, ax-heads, chisels, knives, and iron animal traps. (Ogun, the god of iron, was also the god of war.) The areas where the ore was the most plentiful tended to specialize in producing iron. An extended family would dig and smelt the iron, and then the pig iron would be traded around the country. Blacksmiths would seldom be the same people who dug and smelted the iron. Most smithies were built near rocks, because the blacksmiths used rocks for anvils and for whetstones. They made their own pincers and hammers of iron. They made hand bellows out of animal skins and sticks.

The Yorubas had many ways of working wood; they knew that some woods were better for certain purposes than other, and often they would pray to the spirit of the tree before cutting it. From wood, they made mortars and pestles (they also made these objects from stone) trays, plates, dishes, spoons, and parts of drums.

They used the calabash, a kind of gourd, for many many household purposes. Some were beautifully decorated. The calabashes were also used in many ceremonies - in fact, an empty calabash was given to the Oba as a sign that the priests and nobles thought he should no longer reign. The empty container was meant to hold his head, and he was expected to commit suicide.

The Yorubas grew cotton, which the women made into yarn, usually dyeing it with blue indigo, which they extracted from the indigo trees. Almost all women, and also a few men, wove. It should be noted that men and women used different kinds of looms. The women used only the big vertical loom, while the men used only the narrow horizontal loom producing long strips of cloth, which then had to be sewn together.

Certain parts of Yorubaland specialized in the kind of leather work that we call "Moroccan" because we first got it from Moroccan traders.

The Yorubas traditionally worked in pottery and brass, with evident skill. They made very plain pots for everyday use and more elegant ones for special uses. In both Ife and Nok (which is outside of Yorubaland), large terra cotta figures, almost life size, were successfully fired. The fine terra cotta heads found at Nod were thought to be related to the lovely brass heads found at Ife. In addition to their artistic value, the brass heads give evidence of a high degree of skill in metal working. (Casting was done by the lost wax process.) In addition to the statues, certain articles, such as the Ogboni's staff of office, were cast in brass. (One authority states that the ores to make the brass must have been brought long distances.) Other religious articles were carved from stone or from ivory. The Yorubas made stone beads to decorate the crowns of the Obas. Other chiefs could not wear crowns; they could wear some stone beads, the number of strands depending on their rank.

Community Life

Traditionally land was owned by the family, which included those who had died and those not yet born. Clearing land in the beginning and keeping it weeded during the growing season were jobs more easily done by a group working together than by an individual. There were several ways of organizing groups. In one system, all the men in the family worked together under the direction of the father of the group. In another plan, the head chief organized men who were the immigrants and strangers in the village as though they were

his family. In still another arrangement, each man in the family had his own plots, but he had to help the others when asked. They really took turns helping each other. In still another and less formal arrangement, a large group of relatives was gathered to do a particular task. They were "paid" by holding a feast and entertainment at the end of each day's work. At the end of the gathering, no one owed anything to anyone.

In many Yoruba towns, the market day was so important that the week was counted from that day. (The Yoruba week has four days.) Trading at the markets was especially active during the dry season, when travel was easier. Traditionally, the women were the traders. Sometimes they would make a circular journey from market to market, covering up to 100 miles. The market was an open space, with a few trees for shade, in the center of the city. Occasionally, there would be stones or logs to sit on. The women displayed the things they had to sell, often extra crops, on the ground or in containers.

Before the Europeans arrived, the Yoruba had begun to use cowrie shells, of the same type found in the Indo-Pacific seas, as money. Thus, they did not have to depend on barter.

Slaves

In olden times, the Yorubas had slaves, although their customs about slaves were different from those of the Europeans. Slaves were people who were captured during a war and were members of another tribe. Even so, they were treated as part of the family of their owner; sometimes they undertook very important missions for their masters. They became wealthy and powerful, often marrying within their master's family. The blacksmiths and members of the iron-working craft were very jealous of their trade society and usually would teach their secrets only to members of their families and to their own slaves. Slave masters had definite responsibilities toward slaves.

BIBLIOGRAPHY

Roman numerals indicate the Unit in which the book is used.

Adler, Irving and Ruth.
Earth's Crust, The. New York: John Day 1963 — III
Rivers. New York: John Day, 1961 — III

Alexander, Robert J.
Today's Latin America. Garden City, N. Y.: Doubleday, 1964 — I-II

Almanac — III

Americas (magazine).
Washington, D.C.: Pan American Union, Latest Issue — IV

Appel, Benjamin
Illustrated Book About South America, The. New York: Grosset & Dunlap, 1960 — I
We Were There with Cortes and Montezuma. New York: Grosset & Dunlap, 1959 — I

Arnott, Kathleen
African Myths and Legends. New York: Henry Z. Walck, 1963 — I

Asimov, Isaac and Boyd, William C.
Races and People. New York: Abelard-Schuman, 1955 — I

Augelli, J. P.
Caribbean Lands. Grand Rapids, Mich.: Fideler, 1966 — II

Baity, Elizabeth Chesley
Americans Before Columbus. New York: Viking Press, 1951 — I

Baker, Betty
Blood of the Brave, The. New York: Harper & Row, 1966 — I
Walk the World's Rim. New York: Harper & Row, 1965 — I

Bartlett, Ruth
Miracle of the Talking Jungle, The. Princeton, N. J.: Van Nostrand, 1965 — I

Bascomb, William R.
"Yoruba", in *Encyclopedia Americana,* Vol. Y. New York: Americana, 1965 — I

Beals, Carleton
Land of the Mayas. New York: Abelard-Schuman, 1967 — II

Beck, Barbara
First Book of the Aztecs, The. New York: Franklin Watts, 1966 — I

Behn, Harry
Two Uncles of Pablo, The. New York: Harcourt, Brace & World, 1959 — II

Berger, Josef and Wroth, Lawrence C.
Discoverers of the New World. New York: Harper & Row, 1960 — I

Bishop, Elizabeth
Life World Library: Brazil. New York: Time-Life, 1967 — II-III-IV-V

* Bleeker, Sonia
Aztec Indians of Mexico, The. New York: William Morrow, 1963 — I

Boggs, R. S. and Davis, M. G.
Three Golden Oranges and Other Spanish Folktales, The. New York: McKay, 1936 — I

* Bontemps, Arna
Story of the Negro, The. New York: Alfred A. Knopf, 1958 — I-II

Bowen, David
Hello, Brazil. New York: W. W. Norton, 1967 — II
Hello, South America. New York: W. W. Norton, 1964 — I-II
Land and People of Chile. Philadelphia, Pa.: J. B. Lippincott, 1966 — II

Bowen, J. David
Land and People of Peru. Philadelphia, Pa.: J. B. Lippincott, 1963 — II

* The books marked with an asterisk are for teacher reference and general background.

BIBLIOGRAPHY

Roman numerals indicate the Unit in which the book is used.

Breetveld, Jim
Getting to Know Brazil. New York: Coward-McCann, 1960 II-III
Getting to Know Chile. New York: Coward-McCann, 1960 II
Getting to Know the FAO. New York: Coward-McCann, 1962 IV-V

Brewster, Benjamin
First Book of Indians, The. New York: Franklin Watts, 1950 I

Brindze, Ruth
Gulf Stream, The. New York: Vanguard Press, 1945 III

Bronowski, Jacob, et al, eds.
Doubleday Pictorial Library of Geography. Garden City, N. Y.: Doubleday, 1961 III

Brown, Gertrude Stephens
Your Country and Mine. Boston: Ginn, 1965 I-III

Brown, Rose
Land and People of Brazil, The. Philadelphia, Pa.: J. B. Lippincott, 1963 II-III

Buehr, Walter
Salt, Sugar, and Spice. New York: William Morrow, 1969 I
Spanish Conquistadores in North America, The New York: G. P. Putnam's Sons, 1962 I

Burland, C. A.
Gods of Mexico, The. New York: G. P. Putnam's Sons, 1967 II

Caldwell, John C.
Let's Visit Brazil. New York: John Day, 1961 II
Let's Visit Chile. New York: John Day, 1963 II
Let's Visit Colombia. New York: John Day, 1962 III
Let's Visit the West Indies. New York: John Day, 1963 II-III
Let's Visit Venezuela. New York: John Day, 1962 II

Caldwell, John
Our Neighbors in Brazil. New York: John Day, 1962 II
Our Neighbors in Peru. New York: John Day, 1962 III

Caldwell, John
Our Neighbors in Central America. New York: John Day, 1967 II

Carls, Norman
Knowing Our Neighbors in Canada and Latin America. New York: Holt, Rinehart and Winston, 1967 I-II-III-IV

Carpenter, Allan
Enchantment of South America: Argentina. Chicago: Children's Press, 1969 II-III
Enchantment of South America: Brazil. Chicago: Children's Press, 1968 II

Carson, Rachel
Sea Around Us, The. New York: Golden Press 1958 III

Carter, William E.
First Book of Bolivia, The. New York: Franklin Watts, 1963 II
First Book of South America, The. New York: Franklin Watts, 1961 II-III

Cavanna, Betty
Carlos of Mexico. New York: Franklin Watts, 1964 II
Chico of Guatemala. New York: Franklin Watts, 1963 III
Lucho of Peru. New York: Franklin Watts, 1961 II
Pepe of Argentina. New York: Franklin Watts, 1962 II

Chambers, Bradford
Aztecs of Mexico, the Lost Civilization. New York: Grosset & Dunlap, 1965 I

* The books marked with an asterisk are for teacher reference and general background.

BIBLIOGRAPHY

Roman numerals indicate the Unit in which the book is used.

Clark, Ann Nolan
Magic Money. New York: Viking Press, 1950 — II
Santiago. New York: Viking Press, 1955 — II
Secret of the Andes. New York: Viking Press, 1952 — II

Coxhead, Mary
Eyes for Chico. Nashville, Tenn.: Broadman, 1960 — II

Cutright, Prudence and Durand, Loyal, Jr.
Living as American Neighbors. New York: The Macmillan Company, 1966 — I
Living in the Americas. New York: Macmillan, 1966 — I-II-III

Dahl, Marta
Jungle Family. New York: Roy Publishers — II

Daly, Maureen
Spanish Roundabout. New York: Dodd, Mead, 1960 — I

Davies, Howell, ed.
South American Handbook, The. Chicago: Rand McNally, latest edition. — II-III-IV

Day, Dee
Getting to Know Spain. New York: Coward-McCann, 1957 — I

Debenham, Frank
Illustrated World Geography. New York: McGraw-Hill, 1960 — III-IV

* Diaz del Castillo, Bernal
Discovery and Conquest of Mexico, The. New York: Farrar, Straus, 1956 — I

Dobler, Lavinia
Land and People of Uruguay. Philadelphia: J. B. Lippincott, 1965 — III

Dreany, E. Joseph
Magic of Spices, The. New York: G. P. Putnam's Sons, 1961 — I

Duncombe, Frances Riker
Quetzal Feather, The. New York: Lothrop, Lee & Shepard, 1967 — II

Duvoisin, Roger
Four Corners of the World, The. New York: Alfred A. Knopf, 1948 — I

Eberle, Irmengarde
Grasses. New York: Henry Z. Walck, 1960 — III

Editors of Life and Rand McNally
Atlas of the World. New York: Time-Life, 1966 — I

Egan, E. W.
Brazil in Pictures. New York: Sterling, 1967 — II

Eibling, Harold H.
Our Beginnings in the Old World. River Forest, Ill.: Laidlaw, 1961 — I
Encyclopedia. — I-III-V

Epstein, Sam and Beryl
First Book of Mexico, The. New York: Franklin Watts, 1955 — I-II

*Fage, J. D.
Introduction to the History of West Africa, An. New York: Cambridge University Press, 1955 — I

Farquhar, M. C.
Book to Begin on, A: The Indians of Mexico. New York: Holt, Rinehart and Winston, 1967 — II

Fideler, Raymond
South America. Grand Rapids, Mich: Fideler, 1962 — I-II-III-V

Fieldstra, Clarence
Africa, With a Focus on Nigeria. Pasadena: Franklin, 1965 — I

Finger, Charles J.
Tales from Silver Lands. Garden City, N. Y.: Doubleday, 1924 — II

* The books marked with an asterisk are for teacher reference and general background.

BIBLIOGRAPHY

Roman numerals indicate the Unit in which the book is used.

Fletcher, Helen
Adventures in Archaeology. Indianapolis, Ind.: Bobbs-Merrill, 1962 — I

* Flint, John E.
Nigeria and Ghana. Englewood Cliffs, N. J.: Prentice-Hall, 1966 — I

* Forde, Daryll
Yoruba-Speaking Peoples of South-Western Nigeria, The. New York: International Publication Service, 1962 — I

Forman, Leona Shluger
BICO A Brazilian Raft Fisherman's Son. New York: Lothrop, Lee and Shepard Co., 1969 — II

Foster, G. M.
Culture and Conquest: America's Spanish Heritage. Chicago: Quadrangle Books, 1960 — I

Fox, William
From Bones to Bodies. Eau Claire, Wisc.: E. M. Hale, 1959 — I

Forman, Brenda-Lu and Harrison
Land and People of Nigeria, The. Philadelphia, Pa.: J. B. Lippincott, 1964 — I

* Freyre, Gilberto
Masters and the Slaves, The. New York: Alfred A. Knopf, 1946 — I

Garcilaso de la Vega
Incas. New York: Avon, 1964 — I

Garst, Shannon
Golden Bird, The. Boston: Houghton Mifflin, 1956 — II

Gartler, Marion
Understanding Argentina. Chicago: Albert Whitman, 1962 — III-V
Understanding Brazil. River Forest, Ill.: Laidlaw, 1962 — III-IV-V
Understanding Mexico. River Forest, Ill.: Laidlaw, 1963 — V

Geis, Darlene
Let's Travel in Mexico. Chicago: Children's Press, 1965 — II
Let's Travel in Spain. Chicago: Children's Press, 1964 — I

* Gibbs, James L. Jr., ed.
Peoples of Africa. New York: Holt, Rinehart and Winston, 1965 — I

Gidal, Sonia and Tim
My Village in Brazil. New York: Pantheon Books, 1968 — II

Glubok, Shirley
Art of Africa, The. New York: Harper & Row, 1965 — I
Art of Ancient Mexico, The. New York: Harper & Row, 1968 — II
Art of Ancient Peru, The. New York: Harper & Row, 1966 — II

Goetz, Delia
Half a Hemisphere. New York: Harcourt Brace & World — V

Goldston, Robert
Spain. New York: MacMillan, 1967 — I

Graf, Elizabeth
Mexican Boy: The Story of Pablo. Chicago: Encyclopedia Britannica Films, 1963 — II

Grant, C. L. and Werner, J.
Mexico, Land of the Plumed Serpent. Champaign, Ill.: Garrard, 1968 — II

Greenblatt, Edward
Ancient Peoples of Mexico. New York: Franklin Watts, 1962 — I

Greig, Mary E.
How People Live in Africa. Westchester, Ill.: Benefic Press, 1963 — I

Gresham, Elizabeth
World of the Aztecs, The. New York: Walker, 1961 — I

Hall, Barbara J.
Mexico in Pictures. New York: Stirling, 1965 — II

* The books marked with an asterisk are for teacher reference and general background.

BIBLIOGRAPHY

Roman numerals indicate the Unit in which the book is used.

Hall, Elvajean
Land and People of Argentina, The.
Philadelphia, Pa.: J. B. Lippincott, 1962 II-III

Haller, Adolf
He Served Two Masters. New York:
Pantheon Books, 1962 I

Halsell, Grace
Getting to Know Colombia. New York:
Coward-McCann, 1964 III
Getting to Know Peru. New York:
Coward-McCann, 1964 II

Hancock, Ralph
Mexico. New York: MacMillan, 1964 II-III-IV

Harman, Carter
Life World Library: West Indies.
Morristown, N. J.: Silver Burdett, 1963 III

Haverstock, Nathan
Organization of American States: The Challenge of the Americas. New York:
Coward-McCann, 1965 IV

Haviland, Virginia
Favorite Fairy Tales Told in Spain. I-II
Boston: Little, Brown, 1963

* Herring, Hubert
History of Latin America, A. New York:
Alfred A. Knopf, 1968 I

Hesselberg, Erik
Kon-Tiki and I. New York: Rand McNally, 1950 I

Hillyer, V. M. and Huey, E. C.
Young People's Story of Our Heritage.
Chicago: Children's Press, 1966 I

Hobart, Lois
Mexican Mural. New York:
Harcourt Brace & World, 1963 II

Holbrook, Sabra
Getting to Know the Virgin Islands.
New York: Coward-McCann , 1959 III

Hovey, Richard
Favorite Poems Old and New. "Sea Gypsy"
Ferris, Helen, (ed.) Garden City, New York:
Doubleday, 1957 I

Hughes, Langston
Famous Negro Heroes of America. New York:
Dodd, Mead, 1958. Chapter on Esteban. I
First Book of the West Indies, The.
New York: Franklin Watts, 1956 II

Hughes, Langston and Meltzer, Milton
Pictorial History of the Negro in America. 2nd ed.
New York: Crown, 1966 I

Irving, Robert
Volcanoes and Earthquakes. New York:
Alfred A. Knopf, 1962 III

Jagendorf Moritz A. and Boggs, R. S.
King of the Mountains, The: A Treasury of Latin American Folk Stories. New York:
Vanguard Press, 1960 I-II

Janvier, Thomas
In the Aztec Treasure House. New York:
Walker, 1961 I

Johnson, Gerald
America is Born. New York: William Morrow, 1959 I

Johnson, William
Captain Cortes Conquers Mexico.
New York: Random House, 1960 I

Johnson, William W.
Life World Library: Mexico.
New York: Time-Life, 1966 II

* Johnston, Edith
Regional Dances of Mexico. Skokie, Ill.:
National Textbook, n.d. II

Kalnay, F.
Chucaro, Wild Pony of the Pampa.
New York: Harcourt, Brace & World, 1957 II

* The books marked with an asterisk are for teacher reference and general background.

BIBLIOGRAPHY

Roman numerals indicate the Unit in which the book is used.

Karen, Ruth
Neighbors in a New World: The Organization of American States. Cleveland, Ohio: World Publishers, 1966 — IV

Katz, William Loren
Eyewitness: The Negro in American History. New York: Pitman Publishing Co., 1968 — I

* Keen, Benjamin
Readings in Latin American Civilization. Boston: Houghton Mifflin, 1955 — I-II

Kenworthy, Leonard S.
Profile of Nigeria. Garden City, N. Y.: Doubleday, 1961 — I

* *Studying South America.* New York: Teachers College, Columbia University, 1965 — II

Kittler, Glenn
Let's Travel in Nigeria and Ghana. Chicago: Children's Press, 1965 — I

Kohan, Frances and Weil, Truda
Juan's Adventures in Mexico. New York: Noble and Noble, 1961 — II

Kubie, Nora Benjamin
First Book of Archaeology, The. New York: Franklin Watts, 1957 — I

* Larralde, Elsa
Land and People of Mexico, The. Philadelphia, Pa.: J. B. Lippincott, 1964 — II

* Laschever, Barrett
Getting to Know Venezuela. New York: Coward-McCann, 1962 — III

Lauber, Patricia
All About the Planet Earth. New York: Random House, 1962 — III

* Lewis, Oscar
Tepoztlan, Village in Mexico. New York: Holt, Rinehart and Winston, 1960 — II

Lewis, Richard
Out of the Earth I Sing. New York: W. W. Norton, 1967 — I

Lewiton, Mina
Faces Looking Up. New York: Harper & Row, 1960 — V

Life Magazine and Barnett, Lincoln
World We Live In, The. New York: Golden Press, 1956 — III

Lindop, Edmund
Understanding Latin America. Boston: Ginn, 1966 — I-II-III-IV-V
Manual for: *Understanding Latin America* — I

Linton, Ralph and Adelin
Man's Way: From Cave to Skyscraper. New York: Harper & Row, 1947 — I

Loder, Dorothy
Land and People of Spain, The. Philadelphia, Pa.: J. B. Lippincott, 1955 — I

Manning, Jack
Young Puerto Rico. New York: Dodd, Mead, 1962 — II

Markun, Patricia Maloney
First Book of the Panama Canal, The. New York: Franklin Watts, 1963 — III
First Book of Central America and Panama, The. New York: Franklin Watts, 1963. — II

Masters, Robert V.
Peru in Pictures. New York: Sterling, 1965 — II

May, S. B.
Brazil. Grand Rapids, Mich.: Fideler, 1967 — II

McNeer, May
Mexican Story, The. New York: Farrar, Straus and Giroux, 1953 — I

Mead, Margaret
People and Places. Cleveland, Ohio: World, 1959 — I

* The books marked with an asterisk are for teacher reference and general background.

BIBLIOGRAPHY

Roman numerals indicate the Unit in which the book is used.

Meynier, Gill
Mexico A to Z. New York: Franklin Watts, 1966 II

*Neilson, N. P., Van Hagen, W., and Comer, J. L.
Physical Education for Elementary Schools.
New York: Ronald Press, 1966 II

Nevins, Albert J.
Away to Mexico. New York: Dodd, Mead, 1966 II

Newman, Shirlee P., ed.
Folk Tales of Latin America.
Indianapolis, Ind.: Bobbs-Merrill, 1962 II

Obligado, George, trans.
Warrior and the Princess, The, and Other South American Fairy Tales.
New York: Golden Press, 1962 II

Oine, Tillie S. and Levine, Joseph
Africans Knew, The. New York: McGraw-Hill, 1967 I

Olden, Sam
Getting to Know Argentina.
New York: Coward-McCann, 1961 II-III
Getting to Know Nigeria.
New York: Coward-McCann, 1960 I

Popescu, Julian
Rivers of the World. New York: Walck, 1962 III

Parish, Helen R.
At the Palace Gates. New York: Viking Press, 1949 II

Peck, Helen E. and Jennie T. Dearmin
Peru: Land of Treasure. Pasadena: Franklin, 1966 II

Pendle, George
Paraguay and Uruguay. New York: Macmillan, n.d. III

*Peterson, Frederick
Ancient Mexico.
New York: G. P. Putnam's Sons, 1959 I

* Pierson, Donald
Negroes in Brazil: A Study of Race Contact at Bahia.
Carbondale, Ill.: S. Illinois University Press 1967 II

Pough, Frederick
All About Volcanoes and Earthquakes.
New York: Random House, 1953 III

Quinn, Vernon
Picture Map Geography of Mexico, Central America, and the West Indies.
Philadelphia, Pa.: J. B. Lippincott, 1963 II

Ramos, Arthur
Negro in Brazil, The. Washington, D.C.: Associated Publishers, 1951 II

Rhoads, Dorothy
Corn Grows Ripe, The. New York: Viking Press, 1956 II

Rich, Louise
First Book of New World Explorers, The.
New York: Franklin Watts, 1960 I

Rollins, Frances
Getting to Know Puerto Rico.
New York: Coward-McCann, 1967 III

Ross, Betty
Mexico: Land of Eagle and Serpent.
New York: Roy, 1965 II

Ross, Patricia
In Mexico They Say
New York: Alfred A. Knopf, 1949 II

Sachs, Mosche
Worldmark Encyclopedia of the Nations. New York: Harper & Row, 1967 III-IV

Sayles, E. B. and Stevens, M. E.
Throw Stone. Chicago: Regnery, Henry, 1960 I

Schloat, G. Warren, Jr.
Conchita and Juan, a Girl and Boy of Mexico.
New York: Alfred A. Knopf, 1964 II

* The books marked with an asterisk are for teacher reference and general background.

BIBLIOGRAPHY

Roman numerals indicate the Unit in which the book is used.

Schloat, G. Warren, Jr.
Maria and Ramon. New York: Alfred A. Knopf, 1966 II

*Schurz, William
This New World: The Civilization of Latin America. New York: E. P. Dutton, 1964 I-II

*Seegens, K. W.
Brazil, Awakening Giant.

Selsam, Millicent E.
Around the World with Darwin. New York: Harper & Row, 1961 III

Shannon, Terry
".....And Juan." Chicago: Albert Whitman, 1961 II

Sheppard, Sally
First Book of Brazil, The.
New York: Franklin Watts, 1962 II-III

Sherlock, Philip M.
Anansi -- The Spider Man.
New York: Crowell-Collier, 1954 II

*Shippen, Katherine B.
New Found World. New York: Viking Press, 1964 I

Smith, Ralph
Getting to Know the World Health Organization.
New York: Coward-McCann, 1963 IV-V

Sorensen, Clarence W.
Felipe's Long Journey. New York: Franklin Watts, 1961 II-III
World View, A. Morristown, N.J.: Silver Burdett, 1959 II-III

Sotomayor, Antonio
Khasa Goes to the Fiesta. Garden City, N.Y.: Doubleday, 1967 II

Sperry, Armstrong
Amazon -- River Sea of Brazil, The.
Champaign, Ill.: Garrard, 1961 III

Steinberg, S. H.
Statesman's Yearbook, The. New York: St. Martin's Press, latest edition. II-III-IV

Stirling, Matthew W.
Indians of the Americas.
Washington, D.C.: National Geographic, 1966 I

Stuart, O. Hamer
Exploring the Old World. Chicago: Follett, 1962 I

Sundel, Alfred
History of the Aztecs and the Mayas and Their Conquest, A. New York: Macmillan, 1967 I

Surany, Anico
Burning Mountain. New York: Holiday House, 1965 II
Ride the Cold Wind. New York: G. P. Putnam's Sons, 1964 II

Syme, Ronald
Cortes of Mexico. New York: William Morrow, 1951 I
Francisco Pizzaro: Finder of Peru. New York: William Morrow, 1963 I

*Tannenbaum, Frank
Slave and Citizen: The Negro in the Americas.
Toronto, Ont.: Random House, Vintage, 1963 I-II

Tarshis, Elizabeth
Village that Learned to Read, The.
Boston: Houghton Mifflin, 1941 IV-V

Thomas, Hugh
Life World Library: Spain. New York: Time-Life, 1966 I

*Von Hagen, Victor
Sun Kingdom of the Aztecs, The. Cleveland, Ohio: World, 1958 I

Watson, Janer Werner
Life Astride the Andes. Champaign, Ill.: Garrard, 1967 III
Nigeria, Republic of a Hundred Kings.
Champaign, Ill.: Garrard, 1967 I

* The books marked with an asterisk are for teacher reference and general background.

BIBLIOGRAPHY

Roman numerals indicate the Unit in which the book is used.

*Webb, Kempton
Brazil. Boston; Ginn, 1964 — II

Wood, Frances
Enchantment of America: Mexico.
Chicago: Children's Press, 1964 — II

* The books marked with an asterisk are for teacher reference and general background.

AUDIO-VISUAL MATERIALS

The motion pictures, filmstrips, and study prints, listed below are those materials referred to in the learning activities. While all materials were carefully selected, no listing can be complete, and if appropriate films, filmstrips, or study prints, are available but not listed, they should be used. The individual teacher is in the best position to determine the suitability of materials for a particular class.

The Roman numerals indicate the Unit in which the film, filmstrip, or study print is used.

"Age of Discovery and Exploration Series."
A New World is Discovered. Detroit: Jam Handy Organization, filmstrip — I

"Age of Exploration." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrips — I
Setting the Stage of Empire
Spain in the New World

Amazon Family. New York: International Film Foundation, motion picture — IV

Amazon Village. Philadelphia: Curriculum Materials, filmstrip — II

*"Ancient American Indian Civilization." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrips — I
Aztec Achievements in Art and Science
Aztecs and Their Way of Life, The

Ancient New World, The. Los Angeles: Churchill Films, motion picture — I

Argentina, Paraguay, and Uruguay. "Geography of South America Series." Chicago: Coronet Films, motion picture — III

Arts and Crafts of Mexico, Part 1 and Part 2. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture — II

Aztecs. Chicago: Coronet Films, motion picture — I

Aztecs and Cortez, The. Santa Ana, Cal.: International Communications, filmstrip — I

Balboa and Pizarro. Philadelphia: Curriculum Materials, filmstrip — I

Bolivia - Land in the Sky. "The Andean Nation Series." Jamaica, N.Y.: Eye Gate House, filmstrip — II

Brazil and the Vanishing Negro. Bloomington, Ind.: NET Film, motion picture — II

**Buma.* Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture — I

**Central America: Changing Social Patterns.* Pasadena, Cal.: Arthur Barr Productions, motion picture — II, V

**Central America: The Coastal Lowlands.* New York: McGraw-Hill Text Films, motion picture — III

**Central America: The Crowded Highlands.* New York: McGraw-Hill Text Films, motion picture — III

Climate and Land: Living Around the World. Philadelphia: Curriculum Materials, filmstrip — III

* Those materials marked with an asterisk are very important in teaching the unit.

Climate and the World We Live In. Chicago: Coronet Films, motion picture III

Continent, The. "Geography of South America Series." Chicago: Coronet Films, motion picture III

Cortes and the Aztecs. Detroit: Jam Handy Organization, filmstrip I

Costa Rica - The Rich Coast. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

Countries of the Andes, Part A and Part B. New York: McGraw-Hill Text Films, filmstrip II

Countries of the Andes. "Geography of South America Series." Chicago: Coronet Films, motion picture II

Darwin Discovers Nature's Plan. New York: Life Filmstrip, filmstrip III

Darwin's Finches. Los Angeles: Film Associates, motion picture III

**Discovering the Music of Africa.* Los Angeles: Film Associates, motion picture I

Early Spain. "Spain the Country Series." San Antonio, Tex.: Charles J. Long, filmstrip and record I

**"Exploring DaGama's Portugal."* Lakeland, Fla.: Imperial Film, filmstrips and records I

Age of Exploration, The
Prelude to Empire

Face of Spain, The. San Antonio, Tex.: Charles J. Long, filmstrip and record I

Five Northern Countries. "Geography of South America Series." Chicago: Coronet Films, motion picture III

From Africa to America. New York: McGraw-Hill Text Films, filmstrip I

"Geography of South America." Chicago: Coronet Films, motion picture III

Brazil
Countries of the Andes

Hernando Cortes and the Conquest of Mexico. Jamaica, N.Y.: Eye Gate House, filmstrip I

Haiti and the Dominican Republic, The. Tujunga, Cal.: Elkins Visual Text, filmstrip II

Highland People of Bolivia. "South America - Along the Andes Series." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

Jamaica, Haiti and the Lesser Antilles. New York: McGraw-Hill Text Films, motion picture III

Land of Mexico, The. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

Life in Hot Rain Forests (Amazon Basin). Chicago: Coronet Films, motion picture III

Life in the High Andes. Chicago: Coronet Films, motion picture II

Life in the Tropical Forest. Jamaica, N.Y.: Eye Gate House, filmstrip II

Living in Mexico: City and Town. Los Angeles: Bailey Films, filmstrip with record II

Mexican Boy: The Story of Pablo. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture II

**Mexico. Part 1 and Part 2.* New York: McGraw-Hill Text Films, motion picture II

Mexico City. Hollywood: AV-ED, motion picture II

Mexico: Families of the World. New York: McGraw-Hill Text Films, filmstrip II

* Those materials marked with an asterisk are very important in teaching the unit.

* "Mexico In Transition." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrips
  - *Agricultural Revolution in Mexico, The.* III
  - *Artistic Revolution in Mexico, The.* II
  - *Industrial Revolution, The.* II
  - **Mexico's Heritage.* II
  - *Mexico in Revolution.* V
  - *People of Mexico, The.* II
  - *Three Farmers of Mexico.* III

**Negro Kingdoms of Africa's Golden Age.* Thousand Oaks, Cal.: Atlantis Productions, motion picture I

People of Spain, The. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture I

Peru. New York: McGraw-Hill (Centron), motion picture II,III

Peru - Land of the Incas. Los Angeles: Hoefler, motion picture II

Pizarro and the Conquest of Peru. Jamaica, N.Y.: Eye Gate House, filmstrip I

Puerto Rico. New York: McGraw-Hill Text Films, filmstrip II

Puerto Rico and the Virgin Islands. "The Caribbean Series." Tujunga, Cal.: Elkins Visual Text, filmstrip II

**Puerto Rico - Its Past, Present, and Promise.* Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture II,V

Rain Forest, The. New York: Life Filmstrip, filmstrip III

Setting the Stage of Empire. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip I

*"Southern South America." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrips
  - *Buenos Aires: A Modern Metropolis* II
  - *Chile: An Industrializing Nation* II
  - *Chile: Between Mountain and the Sea.* II
  - *The Pampa: Heartland of Argentina* II
  - *Uruguay and Paraguay: A Study in Contrasts* III

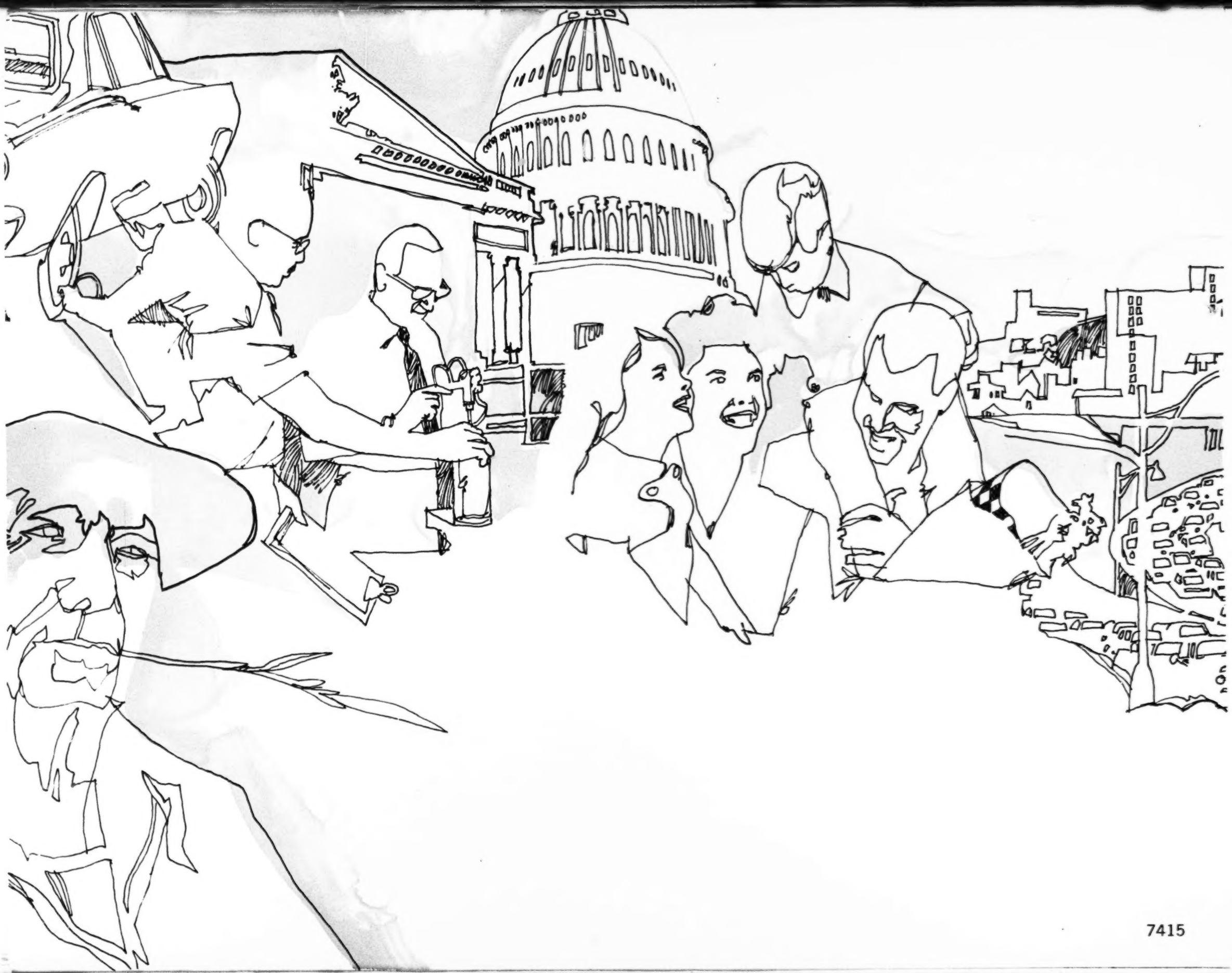
Spain in the New World: Colonial Life in Mexico. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture I

Tepotzlan: Mexican Village. New York: Sterling Educational Films, motion picture II

Venezuela - The Land of Progress. "The Andean Nation Series." Jamaica, N.Y.: Eye Gate House, filmstrip II

Voyages of Magellan, The. Jamaica, N.Y.: Eye Gate House, filmstrip I

West Indies: Geographies of the Americas. Chicago: Coronet Films, motion picture III

**What Columbus Discovered.* "Caribbean Series." Tujunga Cal.: Elkins Visual Text, filmstrip I

* Those materials marked with an asterisk are very important in teaching the unit.